Counselling Psychology

Community resource management (Machakos University)

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STANDARD LECTURE NOTES

COUNSELLING PSYCHOLOGY

FOR

DIPLOMA COMMUNITY HEALTH AND DEVELOPMENT

MODULE III

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INTRODUCTION TO COUNSELING PSYCHOLOGY
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General introduction to the unit

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This module is designed to equip the trainee with knowledge, skills and attitudes that will enable him/her to effectively counsel and support clients n a society.

General objectives
By the end of this module unit, the trainee should be able to:

1. Appreciate the importance of cousleing services in society.
2. Explore counseling issues in society
3. Enhance awareness of ethical and professional issues in counseling.
4. Network with other organizations involved in counseling services.

Role of Learner.
The role of the learner in the study is to participate actively and read other sources widely. At the end of each topic there are self examination questions. The learner s expected to attempt answering all of them to enhance your own understanding. A list of reference books is also provided at the end of the manual. The learner is encouraged to do further reading from as many books as possible, which he/she may obtain from any library or bookshop.

Continuous assessment activities
The learner is expected to complete all the continuous assessment activities (CAA) and return them promptly on the dates assigned to the college for marking.

Final examinations
The learner is expected to sit for the final examination at the end of the course duration. The exact dates will be provided and arrangements for this will have to e organized with the college.

CHAPTER ONE
INTRODUCTION TO COUNSELING
Introduction
In this unit our focus is on the concept of counseling. We shall understand the meaning of counseling by looking at several definitions that have been brought forth by several writers. Other closely related terms will be defined and their similarities and differences with counseling and branches of counseling. We shall also look at how counseling has emerged since the beginning of mankind to the present day, where we shall highlight how counseling has developed in Kenya.
At the end of the chapter you should be able to state at least three different definitions of counseling by different authorities. You should be able to define other closely related terms as well as discussing their similarities and differences to counseling. You should be able to explain the importance of counseling, the principles of counseling and the various branches of counseling. You shall be in a position to give the emergence of counseling with a bias to how counseling has developed in Kenya. Finally, you will be able to discuss the counselor-counselee relationship and the factors that contribute to nee counseling.

Meaning of counseling
Counseling is a process which takes place on one-to-one relationship an individual beset by problems which he/she cannot cope alone and a professional worker whose training and

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experience have qualified him/her to help others reach solutions to various types of personal difficulties (Ilahn and Machean, 1955)

Mc Guiness , 1998 defines counseling as a helping process that uses the safety engender by a special kind of relationship to help the individual to get access to a greater part of their personal resources as a means of responding to the challenges in life. It uses special skills and techniques in threat relationships to help people become more competent, more contented and more creative. It does not deal with the mentally ill but with normal individuals facing all the difficulties involved in domestic, work oriented and social life. It is about helping people grow in emotional fitness and health.

Inskipp and John in 1984 defines counseling as away of relating and responding to another person so that the other person is helped to explore his thoughts, feelings and behavior to reach a clear self understanding and helped to find and use his strengths and cope more effectively in life by making appropriate decisions or taking relevant action. The British Association of Counselors (BAC) also gave their definitions of counseling in 1990. they said that it is the skilled and principled use of relationships which develop self knowledge and acceptance, and growth of personal resources. The overall aim is to live more fully satisfying lives. It may be concerned with addressing and resolving specific decision making, coping with crisis through feelings and inner specific problems, decision making, coping with addressing and resolving specific problems, decision making, coping with crisis through feelings and inner conflicts and improving the relationship with other people.
As a profession, counseling focuses on helping 'normal' people with personal, family , educational and career issues through individual , couples, family, or group therapy.

Counseling therefore is that interaction between to individuals called counselor and counselee. The counselor here is the one who has attained professional training and experience in the relevant area. The counseling takes place in a setting where a special relationship between the counselor and counselee is built. This counselor-counselee relationship is not casual or business like, but is characterized by warm responses and understanding. Rao, 1991 p 23.

This relationship is solely for the purpose of facilitating changes on the behaviour of the client. This happens over a period of time and lead to fulfillment of certain goals. The change is involuntarily and the client alone responsible for the decisions he/she makes. Counseling is not information giving, advice giving, making suggestions, and recommendations, influencing client values, attitudes, beliefs, interest, decisions etc.

Counseling and other closely related terms

Guidance

Guidance is a continuous process concerned with determining the end and providing for the developmental needs of other people. Guidance is a broad area of educational activities which are aimed at assisting individuals to make and carry out adequate plans and achieving them. It helps in adjustments in life (Petterson , 1971)
Guidance and counseling are similar in that they both involve a process and they are both helping in nature.

However, there are distinct differences between the two that may be summarized as shown in the table hereunder:-

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Guidance	Counseling
1) Guidance is knowledge based. The persons guiding provides knowledge to the recipient. 2) Guidance is preventive 3) In guidance a relationship between the provider and recipient need not be created 4) Guidance can be done openly an public. 5) Guidance is informative 6) Guidance involves the body 7) In guidance the instructor determines and provides the solutions 8) Guidance is continuous 9) Guidance deals with developmental needs such as adolescence, career choice and so on.	1) Counseling is effective where exploration feelings and emotions is done 2) Counseling is remedial in nature 3) In counseling a relationship between counselor and counselee must be created for it to be effective. 4) Counseling is done privately and confidentially. 5) Counseling is experimental. 6) Counseling involves the heart. 7) In counseling, the counselee is assisted to determine and provide his/her own solutions. 8) Counseling may be terminated 9) Counseling deals with coping with life challenges.

Psychotherapy and counseling

Psychotherapy is a long term process to assist with serious psychological problems.

Psychotherapy and counseling are similar in that they both involve a process and are psychological in nature.

However, they are different in the following ways;-

Counseling	Psychotherapy
1) counseling focuses on resolution of developmental and situational problems 2) Counseling is involved with problem solving such as behavior change 3) Counseling focuses on the present and is based on the reality principle 4) Counseling deals with conscious awareness 5) Counseling works with people who have no serious severe or persistent problems 6) Counseling involves a short term relationship, 8-12 sessions spread over a period of less than six months.	1) psychotherapy focuses on reconstructive change 2) Psychotherapy is analytical and aims at providing insight more than change 3) Psychotherapy focuses on the past more than on the present 4) Psychotherapy deals with the preconsciousness 5) Psychotherapy works with neurotics i.e. people with severe, persistent emotional problems such as depression, schizophrenia, suicidal cases, emotional disturbances and so on 6) Psychotherapy usually involves a long term relationship , 20-40 sessions over a period of six months to two years.

Social work and counseling

Social work is a profession which promotes social change, problem solving in human relationship and the empowerment and liberation of people to enhance well being. Utilizing theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social systems, social work intervenes at the points where people interact with other environments. Principles of human rights and social justice are fundamental to social

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work. (International Association of Schools of Social work and the International Federation of Social Workers.)

Social workers and counselors other work towards helping individuals develop, adjust to a change in life circumstances, or find new opportunities and resources.
The key difference is that while people come for counseling through choice, those using social work services are often compelled by societal or legal mandates to address a particular area of their lives, or are driven to ask for help by poverty or some other type o disadvantage. The dimension therefore that clearly differentiates counseling from social work is context.

Another difference is that counselors do not have to engage with service delivery of directly with their clients' social environments.
Counselors can offer confidentiality in a distinctive way and can operate in neatly contracted hourly sessions within discrete agencies. Confidentiality is not necessarily offered in social work and there are no contracted sessions.

What counseling is not
Counseling is not:-

- Information giving
- Advice giving
- A conversation or a good chat
- Exchange of opinions
- Discussion
- Befriending
- Confession
- Interrogation
- An interview
- Teaching

Importance of f counseling
Counseling enhances greater self awareness of the individual. According to Blocher (1996) counseling helps an individual become aware of him/herself and the way he/she is reacting to the behavioral influences of his environment. He/she is able to establish personal meaning to the behaviour and to develop, clarify a set of goals and values for the future behaviour.

Counseling enables the individual meet vocational and personal problems of adjustments to their life. People are constantly facing adjustment problems brought about by the rapid social change caused by industrialization and urbanization. Change is being required in all life aspects – educational, vocational, marital , parental, personal and so on. These changes at times bring them heavy demands causing tension and conflicts to the individual.

Counseling assists individuals to enhance their personal, social, emotional and intellectual development thereby making themselves sufficient and self directed.

Counseling improves personal effectiveness where the individual is able to define and solve problems. He/she attains originality and creativity in his/her thinking. An effective person is also able to control impulses and respond appropriately to frustrations, hostility and ambiguity and not commit him/herself to projects, to invest and time, to take appropriate economic , psychological and physical risks.

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Counseling improves decision making thus fostering personal growth. Counseling stimulates the individual to evaluate, make, accept, and act upon his/her choice. Vague goals are clarified and their implications appreciated. Clients are able therefore to make informed and responsible decisions.

Counseling assists in modification of behavior e.g. removal of undesirable behavior or action. Counseling also assists in the reduction of irritating symptoms enabling individuals to attain satisfaction and effectiveness.
Counseling is also therapeutic in nature. The counselor provides a suitable environment that enables and allows for purging of emotions by the counselee. These are emotions that have been suppressed for a long time and in most cases have had a bearing on present non effective behavior. Once these are released, the counselee feels relieved, free and better able to control their lives.

Branches of counseling

Psychotherapy

Psychotherapy is concerned with the alleviation of human suffering through the reconstruction of the individual at both conscious and unconscious level. It is concerned with alleviating pathological condition etc, it uses psychological analysis, and hypnosis etc. psychiatry also adds physical and chemotherapy.

Abnormal psychology

Abnormal psychology studies behavioral disorders and people with emotional disturbances, and the effectiveness of different treatment models.

Comparative psychology

Comparative psychology compares and contrasts behavior, of other species with humans in terms of studying needs, abilities and actions.

Developmental psychology

It studies the changes in behavior over a lifespan (emotional, intellectual and social)

Educational psychology

It develops tools to assess educational development, ways to improve education. It also studies how people learn at different stages.

Industrial psychology

It studies how people work in various environments, what rewards work best, personnel tools such as hiring criteria, which leadership and management styles are most effective. Organizational psych is a related study.

Social psychology

Social psychology is concerned with the social, behavior of individuals and groups, how individual behavior is affected by others, formation of attitudes, political behavior and communications.

Physiological psychology

It is concerned with how the body functions, particularly the nervous system and hormones, and how they affect behavior.

PRINCIPLES OF COUNSELING

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One of the principles is that counseling is based on the context of a relationship between the client and counselor.
Another principle of counseling is that given the right environment a client is able to understand their problem situation and to make an informed rational decision or choice.
Another principle is that the quality of a counselor is therapy. He/she must therefore be a professional and competent he/she must be trained.

Another principle in counseling is that advice is not help in counseling and should be consciously avoided.

The client and counselor perception of issues can be different in counseling. This needs to be respected by the counselors.

Counseling is confidential. The client must be granted respect and dignity using the three conditions of empathy, genuineness and unconditional positive regard. Counseling is client initiated and client driven. It must focus on the client and be to the benefit of the client.
Application of appropriate skills an the core conditions is the basis of a counseling process.

COUNSELOR – COUNSELEE RELATIONSHIP
The nurture of the counselor – counselee relationship determines the success of the counseling interviewee. An effective relationship is therapeutic and leads to the counselee resolution of problems.

Characteristics of an effective relationship
What are the characteristics of an effective relationship?
Firstly, an effective relationship reflects permissiveness, kindness and warmth. To be permissive, the counselor need to have a lot of tolerance and indulgence with the client .as a counselor be open and accept what the client says without judging it as necessarily right or wrong. Most of the times we judge people based on our values and beliefs. Consider a case where a counselee comes to you because they are in a temptation is to judge whether to become a dingle parent. As a Christian counselor the temptation is to judge this counselee as unchristian (as a fornicator). But in order to create a therapeutic relationship with this counselee, you suspend your judgment, let the client be and value her opinions and experiences. McKinney 1958 said that the relationship is objective where the counselor accepts everything the counselee says as experience that can occur in human beings without taking responsibility for it or without evaluating it.

The counselor – counselee relationship is also characterized by the counselor's unconditional acceptance of the client. This means that the counselor should not prescribed or demand compliance of the client. This means that the counselor should not prescribed or demand compliance to his expectations as a condition to accepting the client. In the above example the Christian counselor may tempted to demand that counselee stops having such thoughts because of her stand as a Christian. But as a professional counselor you accept the client first because she is human irrespective of how repulsive her behaviour may be. It is Agape love. For his counselee the counselor may show this acceptance by valuing the circumstances that are leading her to want to have a baby out of wedlock.

In this relationship, the counselor's genuineness encourages and enhances counselee's self disclosure. This is the degree to which the counselor is freely and deeply him/herself. It is also the ability to relate with the client in a sincere and undefensive manner.

The counselor-counselee relationship is also enhanced by the counselor's expertness and competence. This is perceived from his level of training and experience from his language

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and from his verbal and non-verbal behavior. The counselor's language needs to show relevance, concreteness and confidence. His interrelations also need to be relevant to the issue at hand. Are the questions provoking, direct and relevant?

Counselor's attractiveness also enhances counselor – counselee relationship. This refers to the counselor's friendliness, likeability and similarity to the client. Maintaining an open posture, smiling and head nodding are some non verbal behaviors that contribute to attractiveness similar to those being shared by the client enhance the attractiveness.

Finally, the counselor- counselee relationship is enhanced by the counselor's trustworthiness. This is the client's perception and belief the counselor will not mislead or injure him in any way (Fong and Cox, 1983). Here the counselee is finding out can he depend on you? Is there consistency between your talk and actions e.g. promise keeping in areas of confidentiality and appointments? Are you open and honest? Is the information being provided by the counselor accurate and reliable?

Emergence of counseling psychology

Counseling in some way or another has been used by different people since the beginning of mankind- by parents, teachers, friends, elders and so on (Fuster 2005). In the international scene counseling before 1990 was in the form of advice or information giving. The industrial revolutions of the mid 1800 spurred the development of counseling in the United States of America to improve those affected.

In early 1900, the helping process was dominated by Freud's psychoanalytic theory. Jesse N. Davis was the first to set a systematic guidance programs in the public schools (Aubrey 1977). Frank Parons founded Boston's vocational bureau and worked with young people on career choice and decisions. This institutionalized vocation guidance. Clifford Beers advocated better facilities and reform in the treatment of the mentally ill. The 1910's saw the founding of the National Vocational Guidance Association, he passing of the Smith Hughes Act and the development of psychological instruments such as army alpha beta intelligence tests. Regular bulletins were published by the NVGA and funding for public schools in support of vocational education was given.

The 1920's gave exclusive emphasis of vocational guidance in education courses for counselors. Counselors were certified in Boston and New York and standards developed for preparation and evolution of occupational materials. Publication of new psychological instruments was accomplished as well as the establishment of the first marriage and family-counseling center in New York by Abraham and Hannah Stone.

The great depression of the late 1930's influenced the researchers and practitioners to emphasize helping and counseling methods related to employment. Counseling and guidance was incorporated into the school curriculum as a subject at the proposal of Brewer in 1932. the US Employment service was also established.

In the 1940's Carl Rogers challenged the Freudian psychoanalysis and Williamson's counselor centered approach. He emphasized on the client and the nondirective approach. The US government realized the need for counselors and psychologists to help in selection and training of specialists for the military, after the advent of world War 2.

The 1950's have been singled out for the most profound impact on counselors (Aubrey 1977). The American Personnel and Guidance Association an Division of counseling and psychology of the American Personnel Association were established. The National Defense Education Act was passed promoting and funding development of counseling. New theories also emerged such as behavioral theories, cognitive theories and transitional analysis.

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In the 1960's theories on humanistic counseling by Abraham Maslow among others emerged an emphasis was given to behavioral counseling. Sound code for counselors was published by APGA in 1961. The government funded the establishment of counseling and personnel clearing house in the University of Michigan and sponsored conferences in counseling.

After the 1970's counseling diversified into other settings such as the mental health centers and community agencies. Counselor education programs increased and new concepts of counseling developed. Helping skills were developed. Counselors wee given state licenses through the APGA and educational standard s for masters degree and Doctoral in counseling were set.

In Kenya, the traditional culture and structures in place ensured that guidance and counseling took place throughout the life of a person. This done thorough song, dance, games and co-education. Advisory councils, who represented the community at large offered education, guidance and counseling in a formal way during the rites of passages from one stage in life to another. At circumcision, counseling was done through the sponsor where the initiate opened up to the sponser before the rite so that if he or she has broken any of the prohibitions of the Kikuyu social code the service of a family purifier would be sought Kenyatta (1978).

African people were also 'notoriously' religious. Everything they did was ritualized and a prayer offered for it either as an individual or a community. Prayer was an act of pouring out the soul of the individual community. Prayers help remove personal and communal anxieties, fears, frustrations and worries. The medicine man acted not only as a doctor but also as a listener to people's troubles of all kinds and as their counselor or advisor (Mbiti 1991).

In Kenya, development of formal counseling started in the 1970's and early 1980's when the Ministry of Education realized the need for teachers to have some counseling skills to assist their students go through the developmental stages in life. It was then that the unit of guidance and counseling was introduced into the schools' training curriculum. The Ministry of Education also gave the definition of guidance in 1971.

Counseling was however not taken seriously until in the 1980's when the reality of HIV/\AIDS pandemic hit Kenya. It is only then that the various institutions such as the church and Health providers realized the need to counsel their members on the impact of the pandemic to the affected and infected. Counseling was introduced as a unit in the training programs for religious clergy and hospital staff. Voluntary counseling and testing centers for HIV were introduced in most health institutions. The Government of Kenya was also actively involved in activities aimed at curbing the pandemic. This was direct interventions being funded by the government, counseling continues to be part of these interventions.

The 1998 incident of the bomb blast that targeted the US Embassy and saw death of thousands of people in and around the affected buildings was a wakeup call for Kenya in as far as disaster management is concerned. The need for counseling skills in the area of debriefing and trauma counseling was greatly felt. This made people start to appreciate the services provided by the counseling institution.

The need to have properly trained counselors from all walks was felt and led to the inception of the Kenya Association of Professional counselors in 1991, whose aim is the provision of training information research and membership activities in sub-Saharan Africa.

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The Kenya counseling association was also formed in the 1990's as a professional body, for counselors in Kenya. It has provided the code of ethics within which counselors in Kenya operate. It has been involved in the development of a core curriculum for counseling training and provides a network where counselors share experiences. In 2007 the psychologists and counselors bill was passed in parliament and this set the stage for its final enactment as an Act of Parliament. This was a major milestone in the development of counseling in Kenya.

FACTORS CONTRIBUTING TO NEED FOR COUNSLEING

To be very dynamic in order to cope and fit. This bound to cause adjustment problems both in the domestic, social and workplace circles.

Another factor is the social and vocational mobility due to industrialization. This means that there is more movement among people both locally and internationally in search education and work. There is need adjust to the different culture, languages and people's was of doing things. This causes anxiety, stresses and other individual problems that require assistance in resolving.

Economic changes and challenges also contribute to need for counseling. Economic development has led to wide range of occupations to choose from. These are highly dynamic. There is also change unemployment patterns and trends, as well as in industrialization and automating. This leads to confusion in the individual about to the job market, and also the one willing to sustain or advance in his current job.

Assistance is needed to make appropriate choice.

The emergence of human rights movement has emphasized on the concern for an individual's freedom, rights, dignity and worth as a human being. The highly traditional an conventional lifestyle where the social aspect was emphasized and people assisted and shared each others' problems has been replaced by the modern way of doing things.

This liberalization and democracy has left the individual with more anxiety and need for counseling where they can be listened to and offered some form of support as they sort out their problems.

The need to be mentally healthy is also a factor that contributes to need for counseling. Mental health is not just absence of disease. According to Carl Rogers and Abraham Maslow a mentally healthy person has a positive self concept and is motivated to strive for self actualization. Mental health is mandatory is order to able to respond constructively to stress and change. As people become more informed about integrated care for the body, mind and spirit and how each of these parts affects their total health, the more they fell the need for mental health counseling.

Test your understanding

1. Define counseling
2. How similar or different is counseling from what you expected? Expect your answer fully.
3. What is your on the role of giving advice to the client?
   (a) Because I see the counseling process is helping the client I would freely give advice if I thought this is what the client wanted.
   (b) I would rarely, if ever give advice, for even if advice was good, it would tend to make the client dependant on me.
   c) If I did not give advice I would not feel though I was helping the client.
   d) I think I would tend to give advice to client when I client when I has strong preference for a direction I hoped he or she should choose.

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4. All of us need guidance but not all of us need counseling. Do you agree with this statement.
5. Guidance can lead to counseling. Discuss.
6. Counseling and psychotherapy are terms that are often confused to mean the same thing. What are the similarities and differences of the two?
7. List and discuss the principles of counseling.
8. Mr. Kamau is a parent in Maji Mazuri High school. His son has dropped in performance and the class teacher says that his concentration in class has also dropped. She recommends counseling for him. Mr. Kamau on the other hand feels that counseling is a waste of time and resources. What would you advice be to Mr. Kamau?
9. How many branches are there in counseling? Discuss any two of them.
10. A teacher informs as you that one of her students. Mary frequently comes to class with bruises and cuts on her body. She has talked with the other students about Mary's conditions and they report that she comes from a poor home and that her parents beat her severely. The teacher has tried to talk to Mary about the bruises and cuts, but she will to say a word about them. The teacher is firmly convinced that Mary is suffering from child abuse and wants you as a principal to do something. What do you do?
11. You have been asked to give a talk in you local church on the history of counseling. What are some of the issues you will talk about in your speech?

Chapter two
Techniques of counseling for social work
Introduction

This unit focuses on the counseling techniques used in social work. These include the techniques used in the face-to-face interview and in the group interview.
By the end of this of this chapter you will be able to explain the different areas of counseling. You will also e able to list and discuss the techniques used in counseling for social work in both the face to face and group counseling. You will be in apposition to discuss in detail the interview in counseling and the counseling skills.

Family counseling
This counseling deal with the individual who seeks to be helped to deal with his/her issues. These range form relationship problems, domestic or work related problems.

Family group counseling
Family group counseling reaches out to families of counselees with behavioral problems. They provide social services and assistance to improve the social psychological functioning of families and to maximize their well-being.

Family counseling
This counseling deals with families that are in problems. It is concerned with the family system and changes that can be made in that system. The client is the family. The goal is to create a new way of living – express emotion, healthy family relations and responding (not reacting) to the system.

Child, family, and school counselors/social workers
This counseling provides social services and assistance to improve the social and psychological functioning of children and their families and to maximize the well-being of families and the cadmic functioning of children.

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In schools counselors often serve as the link between students' families and the school, working with parents, guardians, teachers, and other school officials to ensure students reach their academic and personal potential. They also address problems such as misbehaviour, truancy, and teenage pregnancy and advise teachers on how to cope with difficult students.

Counseling the delinquent (Rehabilitation Counseling)
Delinquency is a symptom of emotional immaturity leading to socially unacceptable or reprehensible behavior of youth e.g. petty offences, gangstarism, horror, crime, drug addiction and other antisocial behavior.

Marriage counseling
It consists of three ghareas; pre-marital, better marital harmony and to eliminate or forestall a marriage from breakup. The client is the marriage relationship. Marriage counseling is usually a crisis intervention. Preventive aspect is dealt with first then intervention. Crisis is mainly caused by intrusion of third party casing emotional turmoil, change of family structure and illness in the family among others.

Career counseling
This counseling is concerned with empowering the individual to face the challenges of transition in life situations. The challenges have been brought by the impact of education, wide and attractive career and employment choices, affirmative action policies and self sufficiency in economic empowerment. The counselor must be creative, innovative and ingenious.

Counseling for weaker and less privileged sections of the society.
This counseling is concerned with the social economically weaker sections such as the street children and families and those living in the slums. These are people with serious feelings of inferiority that contribute to a dented self image. Special attention and care is needed. The relationship must be mutually responsible with good communication and establish a dynamic emotional bond and sustain it.

Counseling for addictions
This counseling deals with individuals with substance abuse problems, including abuse of alcohol, tobacco or other drugs. Such services include individual and group therapy, outreach, crisis intervention, social rehabilitation and teaching skills needed for everyday living. They also may help plan for supportive services to ease clients' return to the community. Substance abuse counselors are likely to work in hospitals, substance abuse treatment centres, individual and family services agencies, or local governments.

Medical and public health counseling
This is counseling that provides psychosocial support to people, families or vulnerable diseases they can cope with chronic acute terminal illness such as diabetes,

Counseling at the work place
This is counseling for common problems as they occur at the workplace. Such problems include performance related problems, relationship problems, career problems, stress and anxiety, redundancy and retirement, organization change, and so on.

Techniques used in counseling for social work
Face to face

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Counseling techniques are specific procedures and skills used b the counselor to achieve his counseling goals and objectives. In this section, we shall look at theses techniques as they are used by the counselor in the face to face interview:-

(1) Structuring

Structuring is one of the techniques. Structuring is done before the onset of the session and also during the session. It is where the counselor explains to the counselee the practical mechanics of the counseling relationship. He explains to the counselee what may take place in the counseling session. This includes explaining the limits of counseling, the roles of counselor and counselee, the length and frequency of the sessions, the fees and the goals of counseling. This helps to dispel misconceptions and anxiety. Consider a situation where the counselee expects to be advised on their issues or to be given material help or even expecting the counselor to make decisions for them. This is clearly a misconception which is only cleared by the counselor when he explains the role and goal of counseling.

(2) Degree of lead

This is the kind of communication verbal or otherwise made by the counselor to help invite, direct or prod the client towards making a response. The counselor may use silence as an indication to the counselee that he is listening and ready to receive what the counselee has to say.

The counselor may also restate what the counselee has said in a question like tone. Consider this example:

Counselee: I do not know what to do. I am so confused!

Counselor: You are so confused?

Counselee: Yes. My husband keeps quarrelling me……

The counselor may also reflect thee feelings that the counselee is trying to express back to them. This encourages the client to understand his feeling and talk more about it. An example would be:-

Counselee: My boss made noise at me yesterday and I felt bad.

Counselor: You felt very annoyed with your boss because he made noise at you.

Counselee: Yes I felt angry because he criticized me in front of the junior staff. And you see it was not the first time he was doing that.

The counselor may also use verbal statements like “yes go on” or “tell me more about it” to encourage the client to continue talking.

(3) Timing of when an intervention

Another technique in face to face interview regards to timing of when to apply an intervention. This implies that counselor needs to do things at the appropriate time to maximum results. He needs to know when he should or should not act for success in the counseling process. For example, the counselor should not use the challenging or confrontation skill until the client is ready. An indication that the client is ready to receive and engage/and/or confrontation is when he/she moves form talking about others to talking about self and from talking about the past to talking about not.

(4) Regard to content

Other technique is with regard to content. The counselor’s main concern is with the being communicated by the client and not on the content.

(5) Selection of feelings

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Other technique regards the selection of feelings to reflect to the counselee in order to get the counselee along certain channels which he deems important. For example a counselee may verbalize anger and hurt at the same time. The counselor will have to get one of the feelings that he deems important depending on the context and reflect to the counselee.

(6) Use of language

Other techniques regard the use of language. The counselor needs to be careful at the utterance of his words. This must be free of any judgment. Use of tentative language is useful. This is a language that suggests and gives the counselee room to agree, disagree clarify. It is also called emphatic language. The following are examples of emphatic language:

Sort of hear you say…."
Is like you were…..."
Sick from you like you were…."
Its like you have not resolved.."

Group counseling

Group is made u[f three or more people. One of the advantages of group counseling; lower costs. The group members may be put in one hall as opposed to the many rooms required for each person in individual counseling. The rime is better maximized while counseling a group. The charges for individual counseling range form five hundreds shillings per sessions while for a group of between ten to fifteen members the cost range from 2,500 per session. This has an effect of each member paying about two hundred and fifty shillings only.

Other advantage of group counseling is the broader distribution of available counselors and therapists. One counselor can handle a group of up to fifteen members at a time thus reaching out to more people.

Group counseling is also more effective than individual counseling as group members practice new skills within the group and can benefit from the feedback and insight of other members and practitioners and also offer opportunity for modeling. Corey 200:3

Type of group

The techniques in a group counseling is where the counselor has to decide the type of group to form. The group may be either a close or an open one. According to Corey 2000 p 91, a closed group is one where no new members are added for the determined duration of this life. This offer stability of membership, enhancing continuity, and cohesion. Members are able to discuss and share openly and freely, thus enhancing the therapeutic effect.

An open group is one where members join and leave at will. New members replace the ones who are leaving. The new members often find difficulty becoming part of the group and the cohesion of the members is greatly interfered with.

Membership

The other technique is with regard to the membership of the group. This may either be voluntary or involuntary. Voluntary membership is where the members make the decision of being in the group have a commitment towards it and work towards achievement of the objectives. However, when expectations are not met, it may be hard to pull out of the group ad members May then find it a waste of time.

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Involuntary membership is where the members have no interest in joining the group but are forced by circumstances.
Yalom (1985) says that to benefit from a group experience, a person must be highly motivated and that people with deeply entrenched unwillingness to enter to enter a group should not be accepted.

Size of the group
According to Corey 2000, the desirable size of the group depends on factors such as age of the clients type of the group experience of the group counselor and the type of the problem explored.

Frequency and length of meeting
Klein, Brabender & Fallon; 1994 say that no systematic research data is available to answer the question of what length of session is most desirable for what type of clients. At the same time Corey 2000 contends that for adults who are functioning relatively well, a two hour group meeting each week is enough to allow for some intensive work. The important thing is that as the counselor you ought to inform the members of how long they can expect each session to be. You can also adopt flexibility as one of the norms so that should the session extend a little longer due to the issues being handled it may be taken well by the members.

Meeting place.
Another technique in group counseling regards choice of the meeting place by the counselor. According to Corey 2000 privacy, a certain degree of attractiveness and a place that allows or face-to-face interaction are critical.
The counselor needs to choose a place that is convenient to all the members. The place should be relatively secluded and safe so that there are minimal interactions and enough privacy. The sitting arrangement during the sharing is usually a circle or semi-circle . It enhances face-to-face interaction. The meeting place should be made as attractive as possible.
Similar chairs are used for all the group members to de-emphasize class differences. There should be no tables or obstacles in between. The group members should be able to have a clear view of one another.

Group duration
Another technique is with regard to the duration of the group. This varies depending on the type of group, members and the group requirements. The duration for short term groups might well vary from several weeks to fifteen weeks. Some closed groups that have long term goals may last up to fifty weeks and some for over a year. (Corey 2000 pg 3)
The important thing for you as the counselor is to facilitate for the duration to be agreed at the onset of the groups so that the members can have a clear idea of the limit.

Development
Another technique in group counseling is that of group development. One of the ways in which the counselor ensures that the group develops is to have a theme for each sessions.
This helps the group to focus and to be systematic in its movement.
According to Shulman (1979) the group process should support open expression of feeling and sharing of information relevant to the purpose of the group.
The counsellor also encourages group participation. Pavitt and Sackaroff (1990) discovered that members expect leaders to be enthusiastic and well organized, to encourage participation and to suggest procedures. This is fulfilled by the counselor asking a member to participate in the starting and when he/she finishes to prompt the neighbour to also

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share and in turn prompt the other neighbour. This goes on until all have shared. This is called sharing in around. The counselor also directs the sharing through giving instructions or a structured question to which the members will respond. According to Brandler and Roman (1991:4) sharing ideas and experiences fosters an atmosphere in which many positive in which many positive changes may occur. First, there is a sense of validation, of belonging, of universality of experience and feeling.
Group participation is also achieved when members are invited to respond to certain issues that came up from the sharing of some of the members. All issues raised by the members are equal in importance.

Keeping the group moving
Another technique in group counseling is for the counselor to keep the group moving using several interventions. These are as follows:-
The counselor should call the group to order when the time to start the activities of the day reaches.
Another intervention is effective structuring where the group is informed of the activites of the day and the order with which they will follow each other. Time limits are also set.
The counselor also keeps the group moving by summarizing at various points what has been achieved so far. This is done especially a the end of each round of sharing where the ground covered is summarized.
An example would be where members had been asked to share an instance when they had a conflict with their parents and how they resolved it. After all the embers have shared, the counselor summarizes by saying something like "From the sharing some of the conflicts encountered are….(Mention them). Members resolved the conflicts through discussing with their parents, changing their attitude….(Mention)"
This gives the members a feeling of forward movement and motivation to move on.

Skills used
Another technique in group counseling is use of skills. Like in face to face counseling, the skills of genuineness, unconditional positive regard and empathy are used. (These three are also called core conditions). Here as the counsel or you appreciate and prize all members fully and unconditionally in a non judgemental way. As the counselor you are also involved in the sharing just like the other group members. This enhances genuineness.

The application of the core conditions during the session facilitates deep sharing by the members, and cleaning or purging of emotions, which according to Wilson (1999) can take place with the group one member's ability to come to grips with a particularly painful issue may stimulate others to deal with their own struggles.
Another skill used is structuring. This has been discussed in detail previously and is where the counselor creates structure and desirable norms.

The counselor uses words of inclusion such as "we" and "out" to enhance the group's cohesiveness.
The counselor also uses listening skills. These include active listening to the sharing of all the members. Silence skill is also used to allow for purging of emotions by members. For example when a member breaks down crying because whatever they are sharing is too emotional members remain quiet to allow him/her to finish crying and recollect him/herself.

Questioning, exploration, rephrasing and confrontation skills are also used by the counselor when responding to the members' issues.
The counselor also uses group termination skills at the end of the session. The counselor provides a summary of what has taken place during the session and the ground that has been covered. Group members are also complimented for their cooperation and

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participation (1999) the group leader should reward group members for their cooperation and participation. Finally group members' area asked to summarize the insights each has gained from the session. A date for the next session in then set and agreed upon before dismissal of the members.

Group Dynamics

Another technique used in group counseling is group dynamics. One of the ways in which the counselor ensure that all the members or an agreed quorum has been reached before starting. Then welcome the members to the session. Members who come in when the session is ongoing are acknowledged by being welcomed and updated as to the exercise that is being carried out. This way all the members feel prized and welcome to the session.

Group dynamics is also enhanced when the counselor has an awareness of what is happening to the group. This calls upon the counselor to be psychologically present for the members. This is accomplished by active listening and silence skills. Which allows the counselor to know when and which intervention to apply. The counselor is also able to tell when the members need more time and is able to take appropriate measures such as extending the session time. He is also able to tell when certain members need further follow up in individual counseling and he advises them on the same.

Interview in counseling

Interview is a face technique of obtaining information for a variety of purposes. However, the counseling interview has therapy as its goal.

One of the basic requisites of an interview is that the interviewer must create a rapport by building trust and confidence of the interviewee. Creating rapport means:-

- Being friends – crating a friendly atmosphere
- Being welcoming – making a counselee feel at home
- Being open in introducing yourself – name and simple background
- Being respectful – treating a counselee as a respected human being
- Wanting to know the counselee's name and background
- Accepting the counselee as he or she is
- Being appropriately dressed
- Being honest – showing a measure of trust and reliability
- Being able to conduct oneself with a measure of confidence
- Assuming the counselee with a measure of confidentiality

First counseling session

The first encounter with a counselee is of great importance. The counselee is usually very sensitive to the counselor's manners, observing to see if he/she is friendly and non-judgmental. The first meeting will set the style and tone for the kind of interaction which will follow. It is essential for the counselor and the counselee to understand that they are entering into a professional relationship which is different from a social one, although personal issues will be discussed and feelings may be aroused in both of them.

Sine one of the major goals of counseling is to help the individual understand her/himself better through self exploration, the atmosphere created must be one in which the counselee feels free to talk about the most sensitive issues, even some of which she/he may not be initially aware of.

Counseling room

Counseling is done preferably in a room and in a quiet place where the counselor and the counselee can talk in confidence. A counseling room needs to have few materials such as

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pictures and any other that may distract the attention of the counselee. The counselor sits in a position favorable to help observe the counselee's body language.

Counselor's sitting position – SOLER or ROLES

Counselee's comfort and welcome

A person coming for counseling is likely to be anxious and to be wondering what to expect from the counselor. He/she may be thinking of a situation like that of a doctor and a patient where the doctor does mot of the questioning and makes the decisions. It is important to differentiate the two settings. The counselor should rise when the counselee comes into the room. He/she should introduce him/herself, ask for the counselee's name and offer him/her a chair. It is important to the counselee to know how much time you will have together and that confidentiality will be maintained.

There is considerable advantage in sitting on a similar chair without table between as this de-emphasizes differences in status. A table or desk may create a viewing of authority and act as a barrier to successful counseling.
Invite the counselee to talk by asking him/her questions like "Would you like to share with me your areas of concern"? or "What can I do for you?" it is not appropriate to say to the counselee "tell me what your problem is."
During the interview the counselor assumes the attitude of an interested, sympathetic and friendly listener. He does not judge or evaluate the counselee's statements. He makes him aware of being unconditionally accepted. The counselor does not put any anxiety or stress on the counselee.

Counseling skills

The oxford dictionary defines a skill as the ability to do something well and expertly. In counseling use of skills is important to enable achievement of the goals.
In counseling there are nineteen skills commonly used. In this section we shall define the skills and explain how they are applied in the counseling process.

1. Attending Skill

This skill involves being physically and emotionally present. It is having uncluttered and focused thoughts. It involves paying careful attention to client's words and actions. (Carkhuff R, 2000).
Attending is accomplished by the counselor's position explained by SOLER or ROLES.

S – Sitting position	R – Relax
O – Open posture	O – Open posture
L – lean forward appropriately	L – Lean forward
E – Eye contact without staring	E – Eye contact
R – Relax	S – Sitting position (sit squarely)

Attendance helps the client to be more at ease. It is comforting to the client when the counselor pays attention to them.

2. Structuring skill

As explained earlier structuring is making clear to the counselee what may take place in the counseling session.
The counselor and counselee agree regarding the fees, length and number of sessions, confidentiality and limits to it, the place, time and venue among others.
Structuring occurs at the beginning and also throughout the counseling process and leads to positive outcomes as well as minimizing chances of negative outcomes.

3. Unconditional positive Regard 9UPR)

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This is accepting and caring of the counselee irrespective of how offensive their behavior might be. It is an accepting attitude that involves respecting counselee as separate human beings with dignity, worth and rights to their own thoughts and feelings. It is also suspending judgment on the counselee's goodness or badness and accepting the counselee without laying down any conditions.

Consider an example of a form two student who comes to you as the counselor because he was caught sneaking out of school and in a drunken state. What is your first reaction? UPR is about is about accepting and not judging this counselee (no scolding or telling him that he is useless or that he is letting his parents down etc.)
The counselor will show unconditional positive regard to this counselee by being there, for him, showing genuine interest and taking his point of view seriously even when it needs to be challenged.
UPR enhances the counselor-counselee relationship as the counselee feels understood, trusted and cared for. This clears the way for openness in disclosure of issues and feelings. It also assists the counselor in the pursuit of the counselee's agenda.

4. Active Listening
In active listening the counselor listens and understands the messages being sent by the counselee through what they say and what they do i.e. their words and their body language. It is listening with the third ear (Reik 1948).

The counselor listens to understand what the counselee is saying and communicates to him that he has understood by summarizing and paraphrasing.

Active listening involves the counselor shutting out any other thoughts (such as thinking about what you will do after the sessions or what happened in the morning or what you forgot to tell your spouse and so on) and concentrating on the counselee fully.
Active listening establishes trust. This enhances the choice of the counselee to tell their stories and share their inner world with the counselor. The counselee feels safe and understood.

5. Silence
The silence skill goes hand in hand with that of active listening. The counselee should be given time to talk and the counselor should be silent to allow this.
Use of pauses and silences enhances the capacity of the counselor to be a rewarding listener. This makes the counselee to feel more understood and appreciated. The counselor pauses each time the counselee stops speaking before responding to see if he whishes to continue.

6. Minimal Prompts
These are small verbal and non-verbal rewards-brief expressions of interest by the counselor designed to encourage the counselee to continue talking (Richard Nelson Jones 2004).
Non-verbal prompts include bodily movements, gestures, nods, eye movement, smiles and so on while verbal prompts may be encouraging sounds such as 'aha' , 'mmh', 'sure', 'yes', I see and so on.
Minimal prompts are tactics for helping counselees talk more freely and concretely about any issue as they assure the counselees that the counselor is with them and understands them.

7. Empathy
Empathy is understanding the thoughts, feelings, behaviour and personal meanings from the counselee's internal frame of reference. It is being in tune with their perspective,

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seeing the world through their eyes. It is responding as if within counselee's view points (Rogers 1957)
The counselor communicates to the counselee his sensing of her world through reflections. That is mirroring the counselee's attitudes and feelings. Empathy shows and confirms to the counselee that he has understood and creates a safe emotional climate for him to tell his stories

8. Questioning
This is the ability of the Counselor to use probes to help counselees name, take notice of, explore, clarify or further define any issue (Egan G 2002).
Probes may be in the form of statements, direct questions, words or phrases that are in effect questions of requests.
In questioning always use open ended questions as these assist the counselee to explore and encourage them to answer in whichever way they want and thus assisting them to understand their internal viewpoints. Open end questions use the words what, when and how. Compare the following examples:-

Open ended questions	Closed questions
➢ What did you have for dinner that day? ➢ I wonder what your husband's reply made you feel ➢ Where were you when the accident happened?	➢ Did you eat ugali that day? ➢ Did your husband's reply make feel angry? ➢ Were you at home when the accident happened?

Why questions should not be used as these judgemental and put the counselee on the defensive.

9. Paraphrasing
This is restating the counselee's basic message in similar but usually fewer words (Stewart 1973). It is a skill that shows understanding, during active listening. Paraphrasing makes the counselee feel understood and gives him a clearer perception of what he said. This gives him a sense of direction and encourages him to go on. Paraphrasing is also a tool that the counselor uses to test his understanding of what the counselee has said. If he is in agreement he answers in the affirmative and if he is not in agreement he amends by stating the correct thing.

10. Reflection of Feelings
This is expressing in fresh words the emotions and feelings stated on strongly implied by the counselee. It involves feeling with the counselee's flow of emotions and experience and communicating this back to him.
Reflection of feelings assists the counselee to focus on feeling rather than on content. It also assists him to bring vaguely expressed feelings into clearer awareness.

Counselee: I would not believe it when my sister said that I had burnt the food on purpose. I thought that she understands me better than that and that she would be on my side.
Counselor: You felt hurt because your sister betrayed your trust.
Counselee: Yes……..(Silence and client cries).

11. Observation
This is the ability of the counselor to read the no-verbal messages from counselees without distorting or over interpreting them.

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The counselor should verify his interpretation by asking the counselee, or trough continues observation.
Observation of counselee's body language adds to the meaning taken form the words of the counselee. It may emphasize an support the verbal expressions or modify them.
Example – Counselee: I notice that your fist is clenched even as you are talking about your son's behaviour
Counselee: Yes because he annoys me and I fee like beating him up!

12. Summarizing skill
This is the process of tying together into one statement all that has been talked about during part or all the session or process.
It draws together the main threads of what has been discussed and clarifies what has been accomplished and what still needs to be done.

13. Confrontation / assertive skills
It is an invitation to the counselee to examine thoughts or behaviour that seems to be self defeating, harmful to others to both, and to change that behaviour (Egan 1994).
It is used when the counselor experiences discrepancies in the messages verbalized by the counselee, or between the past and present statements
Example
Counselor: During the last session you had indicated that you loved one spouse and you would not like anything bad to happen to him. But it is like now you are saying that you do not care where your decision hurts him or not. I wonder what this means to you?

14. Concreteness
This is the counselor's ability to get counselees to be specific in what they are saying or about their present feelings. It facilitates accurate and clear communication.
Example
Counselor: What exactly annoyed you in the speech?
Or
Counselor: I wonder what it is that you would want to see happen.

15. Genuineness
This is the counselor's ability to be freely and deeply himself and to relate to the counselee in a sincere and undefensive manner. It is being authentic with counselees. Genuineness facilitates the development of a trusting relationship between the counselee and counselor and sets an example to the counselee to be honest and genuine in his sharing.

16. Focusing
It is not possible counselees to deal with all their concerns at once. There is therefore the need for them to prioritize and focus on once concern at a time.
Focusing is where the counselor directs and guides the conversational flow into the areas he wants (Ivey 1994). It serves to pinpoint the talk on something or an aspect that the counselor thinks would be useful or productive to explore.
The counselor may do this by asking the counselee to choose an aspect on which to focus. He may ask the counselee questions like:
"Which issues is more important?"
"You have mentioned ……and ……..perhaps it might be helpful to focus on one specific issue. Where would you like to start?"
"Which issue is causing most distress?"
"So we has identified that ……and it seems as though the most pressing issue is…… would it be helpful to look at that first?"
"Which issues if tackled would lead to the greatest positive outcome?"

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“Which issues have immediate concern and which might be left out?”

The counselor may also help the client to focus by picking out a word of phrase from the clients’ talk and repeating it with a question mark. Focusing reduces confusion and vagueness.

17. Self disclosure

In self disclosure the counselor shares with the counselee some experiences in their own life in order to challenge and promote new awareness. It relates to the way in which the counselor lets himself known to the counselee. These disclosures must be done appropriately, timely and must be focused.

Self-disclosure helps counselees to feel that the counselor understands what they go through. This enhances a trusting relationship. It also provides testimonies that people can change and beat their non-desired behavior for example in substance abuse.

18. Immediacy

This is focusing on what the counselee is thinking and feeling “now” an on what is happening in the counseling relationship between you as the counselor and them. Immediacy is an important tool for monitoring and managing the counseling relationship. It is used when there is tension, lack of direction, when there are boundary issues or when trust is an issue.

Counselor: It looks like we are on our third session but we do not seem to be making any progress in as far as your issue is concerned. I wonder what this means to you?

Or

Counselor: I notice that when I mentioned what you thought about the relationship with your boss you changed the subject. I wonder what caused this.

19. Advanced Level Empathy

This is he counselor’s ability to discern and understand the deeper meaning sin what counselees are exploring.

Advanced level Empathy is being able to perceive accurately the implied feelings of the counselee (such as disappointments, helplessness, hopelessness, boredom etc) and to communicate this understanding to him.

Example

Counselee: My husband had promised to take me to dinner. I prepared and waited for him but he did not come until after midnight. He did not even mention about the dinner and neither did he explain why he came late. I felt very bad.

Counselor: It is like you felt disappointed whey your husband did not fulfill his promise to take you to dinner. It also a\hurt you when he did not offer any explanation. It really annoyed you!

Advanced level empathy fosters counselee self exploration and enables him to come to deeper level of self understanding.

Test your understanding

1. The purpose of summary in counseling includes:-
    a. To outline relevant facts, thoughts, feelings and meanings
    b. To promote further exploration of a particular theme
    c. To help both counselor and client find direction
    d. All of the above
    e. None of the above

2. Define the skills listed below. Give the purpose of the ach skill and explain how you will demonstrate each.

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a. Immediacy
b. Confrontation
c. Summary
d. Paraphrasing
e. Active listening
f. Advance level empathy
g. SOLER
h. observation

3. Silence and minimal prompts are skills used to encourage the counselee to talk. What is the meaning of silence minimal prompts in a counseling relationship? Discuss
4. Counselor self disclosure occurs in order to challenge and to promote new awareness by the counselor strength with the counselee some experience in their own elaborate.
5. The first encounter with a counselee is of great importance. Discuss how you would prepare for the encounter and how you will ensure that counselee's co comfort.

CHAPTER THREE
ETHICS IN COUNSELLING
Introduction

In this unit our focus in the ethics for the counseling profession. We shall start by first trying to understand the meaning of counseling ethics and the principles upon which they have been developed. Importance of ethics in counseling will also be discussed as well as ethical issues in counseling. Types, uses and storage of records in counseling are other issues that will be discussed.

By the end of this chapter you will be able to explain what counseling ethics is. You will also be able to list and discuss the principles of counseling ethics and the importance of ethics in counseling. You will be in apposition to discuss in detail the ethical issues in counseling with relevant examples. You should also be able to enumerate the types of records kept in the profession, how they are stored and their uses.

Meaning of counseling ethics

Ethics is a set of law or rules that govern that govern an institution or certain profession and professionals regarding their behaviour. Professions such as the legal, teaching, accounting, medical and so on all have set rules and standards that govern their behavior and operations.

Counseling ethics is the laid down rules and regulations that govern the professional conduct in counseling. They are the set of moral standards that govern the operation of counselors.

Principles of counseling ethics

1. Respect for autonomy

Autonomy is the freedom of the individual to make their own choices and to decide their own actions or destiny.

Individuals have a right to self determination. As a counselor you need to appreciated that counselees have their own resources, capacity and potential. They are able to come with heir own decisions on what to do when faced by certain situations

Each person is unique and reacts and behaves differently. The counselor needs to allow each counselee to be different and independent. The counselees have a right to think the way they want and to feel the way they are feeling even if others disagree.

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One of the ways in which a counselor respects the counselee's autonomy is by respecting their values and beliefs. As a counselor you must not impose your values on the counselee.

The counselee has a right to withdraw from the sessions as and when he/she wishes.

The counselee needs to make an informed choice when entering into the counseling contract. As a counselor define your role and the counselee role as clearly as possible. Explain confidentiality and its limits and all other relevant aspects such as fees, frequency and length of sessions and so on.

Respect for autonomy assures that individuals are capable of understanding the implications and consequences of he decisions or choices they make.

Can a child's autonomy be respected?
Yes when they reach an age that they understand their decisions.

2. Beneficence (Beneficial)
This is the working to promote the greatest good to our counselees. Counselors have the obligation to benefit their counselees through their interventions. Counselors must do what they can to help their counselees.
This means that if for one reason or another you as the counselor are not able to be of postponing the session or even referring the counselee to another counselor.

3. Non malficience (no harm)
This regards the counselor ensuring that he does no psychological harm to the counselee. One of the ways to do this is to make accurate assessment of the counselee. Chose any strategy and intervention wisely and use skills correctly. The impact on the counselee also needs to be monitored closely.

Another way that the counselor ensures no harm is done on the counselee is by practicing within the limits of his/her competence. If your level of training is for that of general psychology and a counselee comes who has drug addiction problems, it is wise to refer them to a counselor specifically trained in drug and substance abuse addictions.

Counselors also ensure no harm is done to the counselee by ensuring that they get regular supervision of their work. The ode of ethics requires that a counselor goes for supervisor after every eight counselee hours. This supervision must e conducted by an accredited supervisor.

Counselees should not be exposed to research or experiments which have high risks and little hope for benefit.

4. Justice (fairness)
These are standards for fairness and equal distribution of costs and benefits. We need to treat all counselees equally despite their race, gender, religion, status and so on. As counselors we should display respective and unbiased attitude when counseling counselees.

5. Fidelity
This is promise keeping and the value of trust, which is paramount in maintaining a good working relationship. It is about enhancing disclosure and being loyal to the counselee and to the profession.

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Fidelity is about not abandoning our counselees in the middle of the counseling contract. Any situations that may arise making the counselor unable to attend a session or continue with the contract need to be communicated to the counselee in good time. Examples include going outside the country, being sick or being held up by emergency situations. Proper arrangements for referral need to be made if necessary.
Fidelity principal relates to the existence of loyalty, reliability, dependability and acting in good faith.

Importance of ethics in counseling
Ethics in counseling provide a framework for counselors to consult when faced with ethical dilemma or uncertainty.
Ethics promote standards of practice and quality of service available to counselees. They establish a framework within which malpractice can be identified and disciplinary procedures applied.
Ethics enhance the image of counseling-Counseling code of ethics focus discussion on ethical issues for future improved codes and standards of practice.
Ethics provide a mechanism for self regulation and self governing of the organization produced the code.

Ethical issue sin counseling
Generally, any involvement by a professional with a counselee, that may impair his judgment or result in exploitation or harm to the counselee is considered unethical. Specifically, the following are ethical issues that arise in counseling.

1. Informed consent
The counselor is responsible for informing the client of the limitations of the confidentiality. Disclose the limit of confidentiality to the counselee during structuring by telling him/her that the only time when you will disclose his/her information to other parties is if there is danger to. life e.g. any plan to harm his/her life or anybody else's life. Specifically, breaking confidentiality is mandatory when:

1. Counselees pose a danger to others or themselves such as suicidal case, child/elderly abuse, acts of terrorism and so on.
2. A counselee under the age of 16 has been the victim of incest, rape, child abuse or some other crime.
3. When information is asked for in a court of law.
4. The counselee has a right to either consent or refuse to consent to counseling after understanding the limits of confidentiality.

2. Confidentiality
Counselors treat with confidence personal information about counselees. Whether obtained directly or indirectly or by inference. Such information includes name, address, biological details and other descriptions of the counselee's life and circumstances, which might result in identification of the counselee. Treating with confidence means not revealing any of the information noted above to any other person or through any public media expect to those whom counselors owe accountability for counseling work (incase of those working within the agency of organizational setting) or on whom counselees rely for support and supervision on issues of responsibility.

A counselor must not break confidentiality without the consent of the counselee. Safe guarding information about an individual that has been obtained by the counselor in the course of his practice is a primary obligation. Such information must not be communicated to others unless certain important conditions are followed.
Clinical and other materials should be used in teaching only when the identity of the persons involved is adequately disguised.

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The confidentiality of professional communications about individuals must be maintained. Only when the originator and other persons involved five their express permission should a confidential professional communication be shown to the individual concern.
The counselor should make provisions for the maintenance of confidentiality in the preservation and ultimate disposal of confidential records.

3. Intimate and Sexual Relationship
A counselor must not be involved in intimate sexual relationship with the counselee during or even after termination of the therapeutic relationship. Engaging in sexual relationship with a counselee whilst also engaging in therapeutic relationship is unethical.
Ethical behavior should make provisions for the maintenance of confidentiality in the preservation and ultimate disposal of confidential records.

4. Dual Relationships
A counselor must no engage in dual relationships with the counselees. This is when counselors blend their professional relationship/role with another kind of relationship or role at the same time or sequentially with a counselee. When there is dual relationship, there is potential for crossing boundaries and not acting in the best interest of the client. Counselors are responsible for setting and monitoring the boundaries between a working relationship and friendship or for making the boundaries as explicit as possible tot h counselee.
Examples of dual relationships include assuming more than one professional role such as instructor and therapist, blending a professional and non professional relationship such as counselor and friend or counselor and business partner, bartering therapy for goods and services, socializing with clients, accepting gifts form clients, becoming emotionally or sexually involved with a client or former client and so on.

5. Counselor competence
Counselors commit themselves to basic training course in counseling and undertake further training at intervals.
Counselors seek ways of increasing their professional development and self awareness. Counselors monitor the limits of their competence. It is unethical when a counselor handles cases beyond his/her competence. This sis for example when a general practitioner handles a complicated case say in marriage and family or drugs and substance abuse, or any other specialized area that he/she is not trained in.

Counselors with their employers or agencies, have a responsibility opt themselves and their counselees to maintain their own effectiveness, resilience and ability to help the counselee and to know when their personal resources are so depleted as to make necessary for the seek to seek help and / or withdraw from counseling whether temporarily permanently.

6. Counselor Values, Attitudes and Beliefs
Another unethical issue is when the counselor imposes his/her own values, attitudes and beliefs onto the counselee. The counselee must e respected. Counselors respect counselees as human beings working towards autonomy, able to make their decisions and changes in the light of their own beliefs and values.

Some of the areas that may cause a clash with the counselee are values and beliefs about divorce, abortion, sexual orientation, religious orientation and so on.
Aw need to note here that for the counselor to be able to respect the counselee's values, attitudes and beliefs, he ought to be clear about his own values, attitudes and beliefs and how influences his work and the direction taken by his clients.

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7. Fees

Overcharging of fees by the counselor is unethical. There should be a standard fee per counselee per session. Let the counselee know the standard fee even if the session is being offered voluntarily.

8. Creating Dependence

Creating unethical of fees by the counselor is unethical. The counselor should challenge the counselee to explore their own resources in order to use them. Help the counselee to be able to find their own solutions and be able to move on. Dependence is created when the counselor offers advice, solutions and becomes too directive in the counselee's issues.

9. Improper Advertisement

Another unethical behavior relates to the counselor giving improper advertisement without the consent of the counselee. This includes publishing counselee material in books and periodicals without the counselee's permission. Only after explicit permission has been granted shall an identity of research subject be published. When data has been published without permission to reveal identities having been given, the counselor assumes responsibility for not adequately disguising the source.

10. Privacy where to meet

Ideally a counselee should be able to come to a service without necessary revealing to others that he or she is there for counseling. Privacy during the session is of paramount importance to some degree. Ideally, counseling should take place in a room with no one but the counselor and the counselee present. It is important that others should not interrupt sessions and it is best to ensure that telephone calls are not put through.

Role of records in counseling

Type of records

Counselors are encouraged to keep as part of their records certain information. These are discussed here below.

A counselor must keep for each counselee written and signed consents to all treatments. An example of an therapy consent form would be as follows:-

COUNSELEE CONSENT FORM

1/we ……agree to be counseled by …… counselor and to abide by the following terms of contract:

1. To pay Kshs. ……..per session payable before session.
2. To be committed t therapy sessions and maintain punctuality.

Counselee sign ……..

Counselor sign……..….

Date……

A counselee intake form is also maintained. This usually summarizes some minimum details about the counselee, the fees and some administrative information. An example is as follows:-

COUNSELEE INTAKE FORM

Code number of counselee……..

P.O. Box ……..

Phone …….

Next of kin…….. Phone……..

Counselee Information

Age …… sex …… Nationality ……

Religion ……Occupation…….

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Status ( ) Single ( ) Married ( ) Divorced ( ) separated ( ) other ……
Problem and background
Presenting problem ……..
Referral source ……
Administrative Information
Time counselee is available ……
Language counselee is comfortable in ……..
No. of sessions contracted…….
Mode; Weekly ( ) Fortnight ( ) Monthly ( ) other ( )
Date of first session……
Counselee code …….

The counselor is also supposed to keep a record of the confidential information shared by the counselee. This is supposed to conceal any information that may expose the identity of the counselee. Counselee code is used in place of his/her name. This record is kept I place different from where the counselee consent form is kept.

The counselor is also supposed to keep a counselee's record of appointments including those not attended by the counselee. The reason for non attendance or cancellation of the sessions should also be indicated.

The counselor should also record any consultation he makes with anyone about the counselee e.g. supervision.

The counselor should keep copies of any correspondence from the counselee relating working with him.

The counselor must record and keep any instructions give to the counselee whether he/she acted on it or not. This may be in form of homework or any or any questions given to the counselee to carry home for further reflection.

Finally the counselor should record and keep his/her own thoughts and feelings about the sessions.

Storage of records
The counselor's code of ethics requires clients to be informed about the degree of security under which records are kept.
Good practice suggests that records are kept with sufficient security to prevent them landing with unauthorized people. This is ensured by locking records in a desk or cabinet. This prevents interception by anyone with access to the room but it is inadequate against breakages. In such cases use of safes is an appropriate alternative.

Another method of storing records is the use of codes exclusive for counselee's information. The counselor may adopt a simple coding system that is easily understood by him/her. An example of such as code would indicate the initials of the counselor, number allocated to the counselee and the year when the session is held. If for example the counselor is Elija Mkokoteni Ngari, and he is seeing the 50th counselee, and the session was in 2007, the code may be something like EMN/50/2007.
Finally the counselor may use a split system of record keeping. Here two cards re maintained, one with personal identifiable details including the code given to the counselee. The other card has the details of the sessions and the code of the client. The two cards are kept in separate places.

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Records and technology

Technological advancement has been on the increase with the increased use of computers in daily operations of most offices. This means that client information may also be recorded in the comp0uter. This is done minimizing access of the computer to only authorized personnel. The client records are also safeguarded by use of passwords that deny access to them.

Destruction of counselee records

When the counselor is working for an institution or organization, he should follow the laid down procedure in destruction of counselee records. These will detail the period of retention of such documents and the method of destruction.

In the absence of such institutional or organizational procedure, one year retention period might be appropriate. However it is important to note that where there are unresolved issues a much longer period might be required. In the absence of better guidelines three years are maximum time which the records can be kept hoping that if there are any legal proceedings they will have been finalized.

While destroying the records, complete destruction must be ensured. This implies shredding of the documents or burning them completely. At no time should the documents be thrown in the paper basket whole or in a manner that predisposes them to being priced and read by third parties.

Uses of records

Keeping of records by counselors is important as it summarizes what they have done with the counselees. It is part of the professional way of doing things.

Records need to be kept safely. The counselee needs to be made aware that his/her records will be kept.

Counselees should be availed the records as and when they request for them. The records could also be released to the people allowed by the counselee. The counselor should assure the counselee of the safety of the records.

There have been differing views on record keeping. Some of the views are in favor of keeping client records while other views are against.

Test your understanding

1. My position on the ethics involved in the role of values in therapy is that:-
   a. Counselors never impose their values on counselees
   b. Counselors should teach counselees proper values
   c. Counselors should openly share their values when appropriate
   d. Values should be kept out of the relationship
2. If counselee evidenced strong feelings of attraction or dislike for me, I would
   (a) Help the counselee work through these feelings and understand them
   (b) Enjoy these feelings if they were positive
   (c) Refer my counselee to another counselor
   (d) Direct the session to less emotional areas
3. What might you do if your counselee had values sharply contrasting with your own, to the point where you found that it interfered with your therapeutic relationship?

……

……

……

4. The ethical codes of most professional organizations require the counselees be presented with enough data to make informed choices about entering the counselor/counselee relationship. What are some matters you should explore with your counselee at first and second counseling sessions?

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5. Assume that during an initial session with a counselee you determine this individual would best be helped by a referral. If there are no referral sources available what would you do?
6. What information would you give your counselee about the nature and purpose of confidentiality?
7.What would you say if a counselee asked you under what circumstances you would break confidentiality?
8. How would you explain the limits of confidentiality to your counselee during the initial session?
9. Do you think dual relationships are an inevitable part of practicing in any setting? Explain
10. If you were involved in a dual relationship with a counselee, what procedure would you follow to minimize the risk of harm?
11. In the course of counsel ling session, a youth tells you that he is planning to do serious physical harm to his fellow student. What would you tell your counselee? How would you proceed?
12. Your counselee is a 15-year old girl sent to you by the parents. One day the parents request a sessions to discuss their daughter's progress and to what they can do to help. What information can you share with the parents, and what can you disclose? What might you discuss with the girl before you see the parents? What will you do if she makes it clear that she does not want you to see her parents or tell them anything?

CHAPTER FOUR
COUNSELING PROCESS
Introduction
In this unit our focus is in the counseling process. We shall review the different models of the counseling process. However, we shall concentrate ourselves on the three stage model where we shall analyze the Gerald Egan three stage model.
At the end of the chapter you will be able to define what counseling process is. You should be able to mention the various models, and describe in detail the general three stage model. You will also be able to explain the three stages and the aims of each stage. You should be able to discuss the Gerald Egan three stage model in sufficient detail as well as the challenges of the counseling process an dhow to deal with them.

Meaning of counseling process
The Oxford dictionary defines a process as connected series of actions, methods and changes. It is a forward movement where progress is observed.
A process is a identifiable sequence of events taking place over a period of time. Imagine what goes on in a manufacturing plant. Material in put in the machine in one form – what is called raw form or raw material. It undergoes conversion through different stages and finally comes out in a totally different and improved form – what we call a finished product.
In counseling as a process as a term implies continuous change and changes that take place (or should take place) in the counselee and that promote personality changes in a desired direction.
This change includes counselee self awareness, behavioural change in a desired direction which will lead to goal achievement and understating of potentialities and limitations and how to utilize them best in achieving his/her goals both now an in future.
Successful and effective counseling may take 30mins, a few second or months. The sequence of events, the dynamics involved and the nature and extent of exploration differ with each individual counselee.

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Stages in counseling process

Different writers have different views about the number of steps involved in the counseling process. Some writers advocate for a three step process, others a four step process, a five step process and so on. In this unit we shall confine ourselves to the three step process.

In the three step counseling process there are three stages. These include exploration, understanding and action. We shall look into each of these stages separately.

The Exploration stage

What is to explore?

According to the Oxford dictionary, to explore is to look for , to search in order to discover, to try and find out something.

In counseling the counselor helps the counselee to articulate their concerns, to go far and deeper in order to find out what is hidden. He helps the counselee to search within themselves for hidden motives, thoughts and feelings that have been pushed away unconsciousness.

The counselor helps the counselee to talk about themselves and their concerns specific and focused way.

What are the aims of the exploration stage?

Firstly the counselor needs to establish a working relationship with the counselee. For this happen the counselor needs to accept the counselee unconditionally, reflective of how offensive his behaviour might be. The counselee needs to feel valued and experiences will appreciate and valued. The counselor also needs to be genuine empathic with the client. As the counselor you need to show some expertness, attractiveness and trustworthiness. These are discussed in greater detail previously the counselor-counselee relationship. It would be helpful for you to revisit the section once more and ensure that it is clearly understood.

Secondly, exploration aims at clarifying and defining problems. The counselor and counselee need to know clearly and precisely what issues and concerns they are about addressing. As the counselor you will seek to establish how the counselee view themselves and their problems – what do they believe? What do they feel? Who else involved? Help them to clarify what concerns them.

Another aim of exploration stage is to enable the counselor to make an assessment through exploration that the counselor collects and processes information from which develop the counseling program. He determines the counselee's goals and expectations from the counseling sessions. Using these he is able to plan the intervention and strategies to use to provide effective treatment.

It is during exploration that a contract is negotiated. A contract is a negotiated agreement between you and the counselee. Here the counselor and counselee must come to common understanding that counseling is being offered, that the role of the two clearly understood, and that there is an understanding of what the counselee wants to achieve and what the counselor is prepared to offer. Details of what is contained in counseling contract have been discussed in detail previously. You need to revise to ensure you understand.

For exploration to be possible the counselor needs to be able to create a rapport client. Revisit the topic on first session handled previously and ensures that you understood.

Skills used in the exploration stage may be grouped and summarized as follows:

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Core conditions – These are empathy, genuineness and unconditional position. Attending skills i.e. SOLER or ROLES, structuring, active listening, minimal paraphrasing, reflection of feelings, summarizing, concreteness, focusing at using and
These skills have been handled in detail in a previous section. It is important to revisit the section, read and understand clearly each skill and how it is used.

Ending the counseling session.

It is important to end the sessions on time. It helps the counselee to feel safe. Inform the counselee that the session is nearing the end. You can say something like "We have about 15 minutes left out of this session. Perhaps it would be helpful to summarize what we have talked about today."
It would be beneficial to ask the counselee to summarize what has been discussed during the session. You may tell them something like "What will you take away with you today?" "What insights have you gained from this session?"
Then provide your closing sentences that need to be clear and indicative that is time to end the session. Remember to agree on the date and time for the next session.

The understanding stage
It is concerned with helping the counselee see themselves and their concerns in a new and empowering perspective. This is the time you assess the counselee to adjust the frame of reference and to adopt different views through challenging strategies. Challenging stimulates the counselee to review and to question their current frame of reference and place a demand on them, to risk facing aspects of themselves.
Challenging also helps the counselee to focus on concerns they may be avoiding or overlooking. Challenging is therefore a journey deeper into oneself to clarify the impact of our feelings, values, attitudes and beliefs on our current behavior and experience.

Aims of understanding stage
During the understating stage the counselor assist the counselee to reassess. This means helping the counselee gain a deeper understanding of themselves and understand their problems forma perspective that is more empowering.
Consider a situation of a counselee who presents an issue about how it is impossible to live with her spouse because he is extravagant and does to support the family financially. During exploration the counselee says that they do not talk about the family needs and each person handles their money in the way they consider best. As the counselor you will assist the counselee to reassess the situation so that she appreciates that is she could communicate with her husband the family needs they could be able to work together in fulfilling them. This help her to gain an understanding that what she needs to work on is communication and assertive skills which will enable her involve her spouse in supporting the family. Her position changes from that of helplessness and resignation to that of being empowered of seeing that there is something she can do to resolve her issue.
Realize that to help the counselee to reassess the counselor needs t understand and take the counselee's views and reality into account.

The second aim of the understanding stage is to maintain a working relationship. Remember that as a counselor you have already invested a lot in creating a relationship with this counselee. Remember also that the relationship is special in that some work needs to be done. Understanding helps maintaining a conducive relationship as it makes the client feel free and accepted and thereby able to question themselves.

Deeper exploration challenges the counselee to reassess their position and this is generally uncomfortable. Consider our example above. The counselee came with the view that it was the husband who was impossible to live with. But now she has to reassess this to

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seeing her lack of communication as the issue. She has to let go her habitual way of viewing herself and her husband and be prepared to change. This may be risky for the counselee. As the counselor therefore you need to maintain a supportive and understanding partnership. One that will help the counselee to express and tolerate their discomfort and anxiety.

Another aim of the understanding stage is to pursue the work of the contract. Remember that there is a contractual agreement between you as the counselor and the counselee. The counselor should keep the contract in mind as a guide. This means that you continually ask yourself questions like "Is what I am dong helping the counselee towards fulfilling their contract?" "What am I doing to help clients understand themselves? Am I helping the client to understand their concerns and to see possibility for change?"

What strategies does a counselor use to achieve these aims?
The main strategy used is challenging. To challenge is to question, to dispute , to stimulate and to arouse. Challenging facilitates deeper exploration.
When questioning we focus on what the counselee hints at or imply.
In disputing, the counselor identifies themes and patterns that permeate counselee's life and communicates this to the counselee.
Stimulating means the counselor makes connections e.g between events.

What do we challenge?
Counselors challenge the way the counselee interprets events to make sense of and to fit their view of the world.
Counselors also challenge when they notice that the counselee is overlooking resources and deficits.

Challenging is also done when there is discrepancy in what the counselee does and says. An example would be when a counselee says she wants to leave her husband but at the same time she is organizing for a repainting of their house. The counselor would ask something like "I heard you say that you are planning to leave your husband and now you are again saying that you are organizing to repaint the house. I wonder what this means to you?"

Challenging is also done when there is lack of understanding from the counselee about the consequences of their behavior. For a counselee who is in a dilemma as to whether abort or not, the counselor would ask something like "What are some of the things that would happen to you during and after the abortion?"

Counselors also challenge any irrational beliefs that counselee may have including the inferences they make of them e.g. a counselee saying that all men are beasts.
Counselors also challenge underlying feelings that are not being expressed by the counselee e.g. when a client shares a hurting experience and yet refuses to verbalize it.

How do we challenge?
Be tentative about what you are saying. This means telling the counselee that what you are saying is open to his/her reflection and challenges. You would say something like "correct me if I am sensing like your husband's behavior make you very angry?" or "I am sensing like …..am I right?"
Remember that we go by what the counselee says and we should be ready to be challenged.
While challenging the counselor needs to be concrete. This means that you state clearly, precisely what you have noticed or thought about the client.

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The counselor also needs to avoid blaming. This means that as a counselor you do not criticize the counselee but instead accept and understand them.
Accurate paraphrasing and restating what the counselee has said encourages and facilitates self challenge by the counselee. When they hear what they have said being repeated they are able to evaluate it and to see whether it is realistic or not and so on. Another way of challenging is by offering conclusions drawn from what you have shared i.e summarizing.
An important caution to the counselor is that the needs to consider whether the client is able to receive the challenge before using it. You remember the technique of timing in face to face counseling? It comes in handy here!

What skills are used in understanding stage.
Confrontation skills – done through giving feedback and providing information. Other skills are counselor's self disclosure, immediacy, and advanced level empathy. Again revisit the topic on counseling skills for better understanding.

The action stage
The action stage in counseling deals with goals, actions and termination.

Planning and taking effective action are made possible by the work done at exploration and understanding stages. Some counselees might choose not to travel any further with you. Once they have explored their problems and gained a new view, they see clearly what they want to do and set about how to achieve it. Others will need help to decide what change they want and support while they try new behaviors.

The process of action planning includes a careful evaluation of alternative goals to help the client reach a goal and then a mutual agreement to implement the chosen action.

What are the aims of counseling at the action stage?
One of the aims is to assist the counselee to decide on the appropriate change by identifying the specific goal that he/she wants to take. The counselor also helps the counselee to check that these changes will have the impact they want on their problems. Also confirm that the outcomes are within their resources with costs and benefits that are acceptable.
Another aim is to implement change. The counselor helps the counselee to decide on what action to take and to take that action. This involves exploring different options, choosing one that seems appropriate well as timing and sequencing any action. Another aim is to assist the counselee to transfer learning. Through exploration and another aim is to assist the counselee to transfer learning. Through exploration and challenging clients to learn about aspects of themselves and their behaviour. They may identify resources which they have not been using fully, as well as skills which they need to develop the basic assumption is that they will be able to transfer learning from counseling to situations outside of it.
Help the counselee to identify obstacles to change and planning how to overcome or minimize those obstacles. It can also involve coaching clients in new behaviour. And the final aim of action stage is to end the counseling relationship. The counselor and the counselee recognize the loss of relationship as well as celebrating counselee's new learning. Counseling have an opportunity to explore what the end of the counseling relationship means for them and plan a good ending with you.

Strategies for achieving the aims
One of the strategies is a goal setting – This helps to generate and to decide and to generate an optional change. Goals are what clients want to achieve action plan states specifically how counselee will reach the goals.

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In developing goals the counselor needs to ensure that the goals should be wanted by the counselee. This is done by letting the counselee to tailor their own goals. The counselor tells the client something like "After the sharing that we have done so far about your issue, I wonder what is it that you would want to do differently?" or "What is it that would want to be accessible and observable. Sometimes the counselee is vague instating their goals. The counselor needs to help them to be clearer. For example the counselee may state her goal as "I will become a better wife". The counselor should seek more clarity by asking something like "I wonder what you will need to do for you to tell you are a better wife".
The goals must be in line with the counselee's values.

Another strategy in action stage is planning and taking action. Once the counselee has decided what goals he/she wants to achieve he/she will then need to consider them. The counselor helps them identify as many options as possible. Brainstorming here is very useful. The counselor asks the counselee something like "What are some of the things you can do in order to.?"
The client may fail to change and remain trapped in their limited options for action. This process of identifying an choosing the suitable action plan demands that you continue to explore with and challenge the client.
Some clients may avoid certain possibilities for action because of their untested beliefs. Others may be responding to outdated should, ought and musts which do not reflect the current reality.
There are several techniques for helping clients to choose what actions out of many, and possibilities to take. Balance sheets are useful for reviewing the cost and benefits, probability of success of any action.
The counselor assists the counselee to review the costs by asking something like "What are some of the challenges that you will encounter as you…?'

Sometimes clients are stopped from acting by having the skills. Here the counselor needs to teach the skills for example problem solving skills, coping skills, relaxation skills, communication/conflict resolution/assertive skills and so on. Sometimes the counselor will need to model on the use of the skills.

Sometimes counselees fail to act because there are risks involved. There could also be constraints involved. Sometimes the rewards are not perceived as great enough. There are also times when the counselee wants a perfect action plan.

The final strategy in action stage s taking action in counseling. Here the counselor helps the counselee to identify a suitable reward system. A reward is suitable if it fits the counselee's values, if it is adequate and if it is realistic.
The counselor also helps the counselee to establish a support system e.g. a family, church, friends, colleagues, AA, NA etc. these are people to whom the counselee can turn to when they feel anxious or like giving up.

<u>Gerard Egan's Three Stage Module</u>
<u>Stage I – Current Scenario</u>
In this stage the counselee to understand their present state of affairs. Allow the client to tell the story uninterrupted.
Ask questions: where are you in life now? What is going on in your life now?
In telling their story the counselee gets an undistorted picture of themselves and their problems.
Help identify the areas causing the problems to the counselee form seeing themselves, their problem situation and their unexplored opportunities as they really are. A counselee

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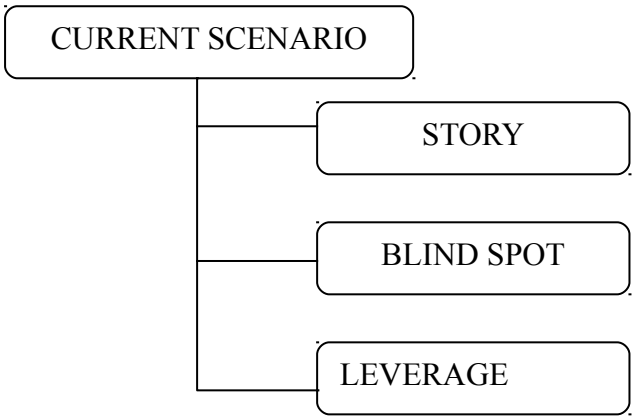
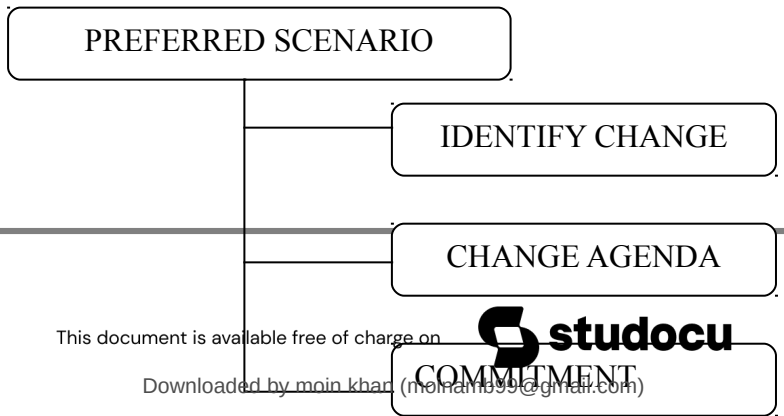
may for example be blaming others for his relationship difficulties while in reality it is his hostile and rude attitudes that keep others away from him.
Ask questions such as:
What is causing the situation? What are the problems, issues, concerns or undeveloped opportunities that the counselee should be working on?

Finally in this stage the counselor helps the counselee choose the right problems and /or opportunities to work on. The counselee may be having a range of issues. The counselor helps them to work on issues that will make a difference. This is called leverage. The question being answered is: How do you get out the situation?
Stage I may therefore be summarized in the diagram below.



Stage II – preferred Scenario
This stage is concerned with helping the counselee determine outcomes. The question seeking to be answered is what solutions make sense for me? The counselee is helped to explore and choose possibilities for better future.
The first step as a counselor is to help the client use their imagination and brainstorm possibilities for a better future.
Question that may be asked include:
"What would you ant your future to look like?"
"What would your relationship life look like if it were not intolerable?" or "…….. if there were less fights with people?"
Secondly, the counselor helps the counselee to turn these possibilities into goals – the counselee's agenda for change. Questions to ask here may include: "What are some of the things you would do in order to have less fights with people?" "What would you do differently in order to make your relationships less intolerable?"
The goals set should be clear, related to the problems the counselee has chosen to work on, realistic, sustainable, flexible and consistent to the counselee's values.
The counselor them helps the counselee find the incentives that will help them commit themselves to the change agenda. The question being answered by the counselee is. "What am I willing to pay for what I need and want?"
The counselor may ask the counselee questions like "What are some challenges you think you will have to face as you listen more to others?"

Stage II may be summarized in the diagram below.



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Stage III : Action

Stage three deals with defining what the counselee needs to do in order to translate goal to accomplishments.

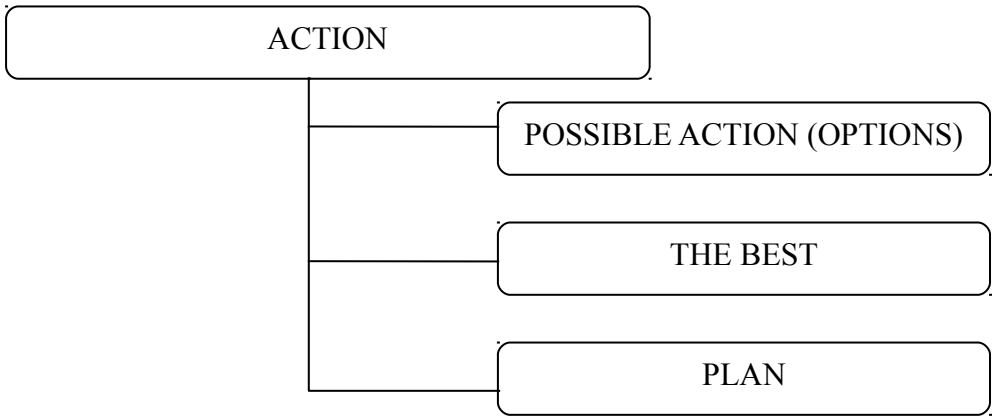
Firstly the counselor helps the counselee see that there are many different ways of achieving their goals. This is done by exploring various options.

The skills to be used by the counselor should be those that enable the better future for counselee. They should also assist the counselee to heave creativity and divergent thinking. Future orient probes and brainstorming are used.

The counselor then helps the counselee to choose the option that best fit their talents, resources, personalities, environment and timetable.

Finally the counselor helps the counselee to organize the specific actions they need to accomplish their goals. These need to be simple specific and time bound.

Stage III may be summarized as below:



Challenges in the counseling process

Types of challenges

These may also be termed as difficult moments that the counselor may face in the counseling room.

Silent counselee

One challenge is when a counselee remains silent. These are times when a counselee refuses to talk or co-operate with the counselor. The counselee may refuse to talk to the beginning of the session either because they do not know where to begin, or because they 'fear' the counselee or just refusing to cooperate. At other times the counselee may suddenly go quiet in the middle of the session. This may make the counselor uncomfortable.

Counselee breaking into tears

Another challenge is when a counselee breaks into tears. This may happen because of several reasons such as when the issue being shared is very painful, or when the issue

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triggers some pent up emotion or such like reasons. These may make the counselor uncomfortable and not knowing what to do.

No solution to the problem
Another challenge is when a counselee believes there is no solution to the problem. Some counselees come in with an attitude that their problems are too big or that they have tried all ways of solving them without success. They have given up.

This may cause anxiety to the counselor and especially the counselor in training counselor an results in their becoming "stuck" i.e not knowing how to proceed.

Suicidal counselee
Another challenge is when a counselee threatens to commit suicide. This may make a factual error about something a counselee had said earlier, or may pay prove incorrect information. This anxiety mainly occurs when the counselor feels that always be right and must never make mistakes.

Lack of knowledge
The counselor could feel challenged due to lack of knowledge on factual question. Sometimes the counselee may ask factual questions such as the name of a special certain area, or the effects of a certain condition or such like questions. The co may not be having the particular knowledge on the spot. This may make him or embarrassed.

Reluctant counselees
The counselor will feel challenged when counseling reluctant counselees. The counselees who are reluctant to discuss matters, show open defiance or express reluctance in passive ways. This is mainly common in referral cases.

Counselor's gender
It is also a challenge when a counselee is not comfortable with the counselor's. The counselee may say "I don't think I can talk to a woman (or man) about this was expecting a woman (or a man)".

Insufficient time
It is challenging when a counselor is short of time. It is important to understand the time the counselor will take with the counselee. However there may be occurrence when the counselor does not have enough time. This may be so when the cause up or brings in an issue when time for the session is almost up. This may cause ….to the counselor who may not know whether to defer the issue to future session or deal with it and extend the time.

Inability to establish good rapport.
Inability to establish good rapport is another challenge. A counselor may fail to establish a good rapport with the counselee due to difficulties known to unknown to him/her.

Embarrassing subject matter
There may also be times when the counselor is embarrassed by the subject are able to identify areas in which they feel most vulnerable. The counselor may be embarrassed by the subject matter brought by the counselee such as issues of masturbation, same sex inclination, promiscuity, adultery and such like.

Management of challenges
(a) When a counselee remains silent

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These are times when a counselee refuses to talk or co-operate with the counselor. If it happens at the beginning of a session, it is best for a counselor to gently call attention to it by may be saying "I can see that it is difficult for you to talk?".
It is often that way when someone comes to see me. I wonder if you are anxious. You may say "you know something, when someone comes to see me and doesn't really want to be here she/he does not say anything"

If silence occurs in the middle of a session, the counselor has to judge why it occurred. It may be that the counselee is finding it hard to make an admission to a secret or that he/she unhappy with the counselor has just reacted to a statement or an issue. The counselee may feel guilty with the experience r may be experiencing self-criticism or searching for what to say. It may be a moment for the counselee to reflect on a reality. There is need for the counselee to reflect on a reality. There is need for the counselor to observe the expressions of the counselee.

(b) When a counselee breaks into ears
A counselee who cries or sobs may make the counselor uncomfortable. The best way to handle the situation is not to comfort the counselee to stop crying. Crying may occur for different reasons: For some counselees it is a very healthy way to release of emotions. An appropriate response is to wait for a while on feels sad. There are times when crying is used by a counselee to elicit sympathy or stop any further exploration. It may be a way the counselee tries to manipulate the counselor. It is best to let the counselee cry indicating that although you are sorry she/he feels sad, it is nevertheless a good thing to express her/his feelings. Some counselors will want to comfort the counselee by touching him/her. It is necessary to understand the culture of the counseled by touching him/her. It is necessary to understand the culture of the counselee especially when it involves the opposite sex. It is important for the counselor to maintain the professional relationship distance.

(c) When a counselee believes there is no solution to the problem
This is an anxiety often expressed by many trainees and result sin their becoming "Stuck i.e not knowing how to proceed. It is important to remember that the primary focus of counseling is the person, not the problem. A counselor can help the counseled in any situation to develop mechanism to cope and continues on. One of the most appropriate ways to deal with a counselee who insists on a solution to the problem as she/he defines it is to say that while you may not be able to change some things in your experience, getting to know the person better is always helpful and sometimes the perspective on things. Then the dealing with the difficulties including the underlying causes of it.

(d) When a counselee threatens to commit suicide.
Many counselees who threaten to commit suicide do not commit suicide, but are desperate enough to cry out for attention. A counselor ought to remember that it is virtually difficult to stop someone from committing suicide. Panic reaction from the counselor may be more frightening to the counselee. It is appropriate to say that while no one can stop a person from taking his/her own life, you would feel very said if that was to happen. Those who commit suicide feel hopeless and feel that they have no relationship with anyone who cares. The life-line that the counselor gives the counselee is that there is someone who cares and who may give the counselee sufficient hope to want to continue living. Young people may threaten suicide in order to manipulate a way to let things done their way. They are equality in dire need of help and must be shown that there are other ways to attention. It is love and concern that they need. The better the rapport with counselee, the less likely it is for suicide to be committed. Much emphasis needs to be placed, form the very onset of the first session, on the establishment of the rapport.

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(e) When a counselor makes a mistake

Counselor may make a factual error about something a counselee had said earlier, or may provide some incorrect information. The counselor may become embarrassed or angry and something the counselee has said. It is important for a counselor to be honest to the counselee and have basic respect for him/her. This is one of the kept principles of counseling. respect and confidence in the counselee can be demonstrated by admitting that you have been mistaken. An apology is appropriate if you were wrong. It is easy for a counselor to say "I am sorry ….".

(f) Lack of knowledge on factual questions

It is all right for the counselor that he/she does not know the answer but will try to get information for the counselee. It is also appropriate for the counselor to identify another source of that information for ht counselee. Evading the question or answering without counselor is establishing with the counselee.

(g) When a counselee refuses help

The counselor need to probe to get a reason. This commonly happens where a counselee is en tot the counselor and she/he does not believe she/he has a problem. If the counselee refuses to talk in all the sessions he comes and is sad and unhappy, stress the positive at least she/he responds. Express happiness that you have met him/her and that he/she may consider talking another time. Suggest another appointment and leave it open. The counselee then has a "lifeline" and may indeed come back.

(h) Counseling reluctant clients.

They are reluctant to discuss matters, show open defiance or express reluctance in passive ways. This is mainly common in referral cases. The counselor may become anxious and feel inadequate or become angry with the client. "Counselor must learn to deal with him/herself defensively in order to successfully cope with reluctant clients." (Rao, 1991:pg 232)

(i) When a counselee is not comfortable with the counselor's gender

The counselee may say " I don't think I can talk to a woman (or man) about this" or "I was expecting a woman or a man". The counselor may raise the issue in a manner like, "I wonder if you were expecting to see a man (or woman)?" or "Some people are at least more comfortable with someone of the same (or opposite) sex, but in my experience that usually becomes less important once they get to know each other. Why don't we try to continue and see we get on?"

(j) When a counselor is short of time

It is important to understand and note the time the counselor will take with the counselee. On occasions when the counselor does not have enough time, it is important to inform the counselee and apologize, indicating that she/he will have to meet the counselee again at a specific time. It is important to make use of the time with the counselee instead of sending him/her away.

(k) Inability to establish good transport

It is inappropriate for a counselor who fails to establish good rapport to end a counseling session or refer the counseled to someone else. The counselor should seek for help from her counselors in reviewing the sessions to understand better the difficulties. This may enable him/her to understand what makes the counselee uncomfortable. The period of establishing rapport vary some people take a short time while others take a long time.

(l) Counselor is embarrassed by subject matter

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Counselors who have had more training on sensitive subjects are able to identify areas in which they feel most vulnerable. When a counselor is embarrassed by the subject matter, it is best to be honest with the counselee. The counselor may say something like "you have noticed that when you mentioned the fact that you are masturbating for a moment, I was taken a back. That sometimes happens when people are not expecting something, but in fact, I am glad you brought it up and may it would be useful to talk about that.

Test your understanding

1. How might a counselee's expectations affect the way they behave in counseling? What can you as a counselor do to negotiate expectations with counselees?
2. How do you think you would tend to deal with the silence during counseling session?
   (a) I would be threatened and tend to think I had done something wrong.
   (b) I would ask the client questions and to get him or her going
   (c) I would discuss with the client my own feelings about the silence.
   (d) I would sit it out and wait for the client to take the initiative.
3. Name and explain the skills that you would use to challenge a counselee to review his thoughts or behavior.
4. Mary has been sent to you by the headmistress of her school because of her involvement in a wayward group. She is defiant to discuss with you as she says she has no problem. How would you go about creating a rapport with her?
5. Which of the following is not an aim of the exploration stage in the process of counseling.
6. The understanding stage in the process of counseling is concerned primarily with helping clients to look at themselves and their concerns in anew and more empowering light. Which is an aim of the understanding sage.
   (a) To reassess
   (b) To maintain a working relationship
   (c) To pursue the work of the context
   (d) All of the above
7. As clients approach the action stage in the process of counseling, some of them face impediments or blocks from acting. Which is it that stops client form acting?
   (a) They do not have skills
   (b) There are risks involved
   (c)There are constraints involved
   (d) All of the above.
8. Discuss the action stage in the process of counseling. Focus on the:
   - Aims
   - Strategies for achieving the aims
   - The skills to be used
9. Name and explain the stages in the Gerard Egan's three stage model.
10. What are some reasons why a counselee will refuse help? How would you handle such a counselee?

CHAPTER FIVE
ROLE OF COMMUNICAITON IN COUNSELING

In this until we focus on the role of communication in counseling. We sill define what communication is. We shall look at the various types of communication in counseling

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and the challenges in each type. Finally we shall look at the communication skills in counseling.
By the end of the chapter you should be able to define what communication is and how communication takes lace both verbally and non verbally. You should also be able to list and explain the different types of communication in cousleing an the challenges of each type. Finally you will be able to discuss the communication skills of counseling.

Meaning of communication
Communication is the exchange of a message or messages between two or more persons. The message may be verbal, non-verbal or both verbal and non-verbal. For communication to take place there must be a sender, a message and the receiver. The message received may be different form the message sent because the perception of the receiver may differ from the sender's perception.
The sender of the message can only be certain that is has been rightly received after he gets a response (feedback) from the receiver. This again may be verbal, non-verbal or simultaneously both.

According to Gichinga (2003) there are three components to the message, Each contributing different portions to the communication. One is the spoken word (verbal) that is said to contribute 7%, body posture and gestures contribute 38% while the voice tone and the inflection contribute 55%.

TYPES OF COMMUNICATION IN COUNSELING
Written, oral
This is the written or spoken message. In cousleing a lot of the communication that takes place is oral. The counselor communicates to the counselee through the spoken words, and the counselee also replies in spoken words. However, as we have seen from the explanation above oral communication only takes a portion of the entire communication.

Written communication is also used in counseling as a form of therapy. This is used for example in instances where the counselee has some unfinished business with someone who has since died or who is beyond their reach. The counselee is asked to communicate to the person through a letter and express their feelings about the business. While doing so there may be a ventilation of emotions, after which the counselee experiences relief. A counselee who for example still harbors bitterness towards a relative who has long died could be asked to write to the relative, explain to them the event that brought the bitterness and finally express their forgiveness to them.

Optical ,pictorial
Optical communication has to do with sending of messages through a media that requires one to use the sight senses to receive. This is mainly the use of drawings, pictures and paintings to communicate. A lot of emotion is communicated through such pictures, drawings and paintings.
In counseling optical or pictorial communications can be therapeutic especially when used by children or counselees who are not very good in expressing their feelings verbally. Drawing or painting can be used to ventilate locked up feelings and emotions.

Artifacts
This is the sending of messages through use of culturally held symbols such as drums, cow horn, carvings and so on. These symbols hold a specific meaning to a person depending on the cultural beliefs. Exploration about such communication to a person meaning could be therapeutic to some counselees.

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Body language, touch

This communication deals with how closely the participants are to touching, the physical contact, and the body part positioning. It also deals with how people are touching one another including holding; feeling, prolonged holding, spot touching, pressing against, accidental brushing, or not touching at all.

Touch may be used as a form of therapy to communicate feelings of "I care". It is a reassuring gesture used during traumatic moments and also during grief.

Special/spatial

This refers to use of the body spacing and what it means/communicates. Social ,intimate and personal distance is correlated with physical distance. Edward T. Hall in the Wikipedia encyclopedia physical distance of 1.5 feet to 4 feet is considered as personal distance and is normally reserved for interactions among good friends.

5 feet to 12feet apart if considered social distance and is for interactions among acquaintances. 12 feet to 25 feet is public distance used for public speaking. The distance maintained in counseling between the counselor and counselee communicates te kind of interaction between the two.

Olfactory (smell)

The communication deals in the kind and degree of odour or smell detected by each person from the other what it means to them. Different smell could be interpreted differently by different people. While odour feelings are very personal perceptions, individual reactions are related to gender, age, sate of health, and private affectations. Use of perfume by the counselor could be interpreted as a turning on communication by one counselee while it could be repulsive to another.

General observation

This communication deals with messages that the receiver is able to see or hear without much effort. They have to do with the general behaviour, and presentation of the sender. For example the way one is dressed can be easily observed, or the way one moves their certain body parts e.g fist, lips, eyes and so on. The tone and quality of voice can also be observed.

General observation about a counselee can communicate certain feelings an emotion and their intensity. It can also communicate and initial state of the counselee. For example a counselee who comes into therapy dirty and shabbily dressed could communicate a condition that may require further assessment.

Temporal

Temporal communication has to do with relying messages conserving the dynamics of the present moment. It is communication of the feelings and demotions of the present moment—the here and now.

Challenges of each type of communication in counseling

Some of the challenges of oral communication include the reluctance of the counselee to talk which mean that the counselor may not be able to access that information.

Oral communication also requires that the counselor is able to listen very actively in order to receive the said, implied and unsaid message. The counselor must also be able to use the skills adequately in order to enable the counselee to explore deeper and get in touch with the effective part of other communication.

Some counselees may not consent to written communication as they may find it too

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threatening.

Optical and pictorial communication requires a counselor who is trained in interpretation of pictures, paints and drawings so that they are able to monitor the emotions and their intensity.

Artifacts communication requires that the counselor understand the culture of the counselee in order to fully perceive and appreciate it.

Body language and touch cold send the wrong message and is prone to misinterpretation and abuse. It also brings the challenge of boundary setting in the interaction of the counselor and counselee. It presents an ethical issue.

Special communication presents a cultural challenge. Hall notes that different cultures maintain different standards of personal space. In Latin cultures, for instance, those relative distances are smaller, and people tend to be more comfortable standing close to each other; in Nordie cultures the opposite is true. Comfortable personal distances also depend on the culture, social situation, gender, and individual preference.

Olfactory communication is prone to misinterpretation and misunderstanding. A counselor's use of perfume may be interpreted as sending some particular message. Some smells and odour may cause feelings of transference in the counselee.

General observation may be misinterpreted. A counselor may classify a counselee's case under abnormal psychology because of the unkempt way they look, while in reality the counselee could have undergone some experience such as fire to his property and so he has no clothes to change. Other observations may require the counselor to seek for clarification from the counselee, failure to which he will misinterpret them.

Communication skills in counseling

Communication skills in counseling include attending skills. These communicate the counselor's presence to the counselee. These have to do with the room arrangement and with the sitting position (remember SOLER)

Another communication skill is active listening which is purposeful listening. It involves listening to both the said and unsaid messages. It goes hand in hand with the skills of paraphrasing, summarizing, silence and reflection of feelings.

Another communication skill is that of giving feedback. This is providing the counselee with information about how you as the counselor experience them. In giving feedback you need to concrete, own your feedback, avoid blaming the counselee and offer both positive and negative feedback.

Another communication skills is that of providing information. This is providing the counselee with information that they may be lacking, and that could help them to reassess their concerns. In providing information, ensure that it is brief, that the counselee understands what you are saying and that you do not confuse the information with advice.

Other communication skills include self disclosure and immediacy. For the counselor to use these skills effectively, he/she needs to ensure that the time he uses them is right. He also needs to be clear and to the point i.e concrete.

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Test you understanding

1. What do you understand communications to mean?
2. Sometimes the message received is different from that sent. What are reasons for this distortion?
3. What do the following mean in counseling?
4. Optical, artifacts, touch, special, olfactory and temporal
5. Describe the communication skills used in counseling

CHAPTER SUMMARY

In this chapter we defined what communication is and how communication takes place both verbally and non verbally. We also explained the different types of communication in counseling and the challenges of each type. Finally we discussed the communication skills of counseling.

CHAPTER SIX
SETTING UP A COUNSELLING PROGRAMME

Introduction

In this unit we shall focus on how to set up a counseling program. We shall look at the stages in developing a society counseling programme and the role of a social worker in managing counseling services. We shall also look at the impact of counseling in society. At the end of this chapter you will be able to explain the process of setting up a counseling programme in the society. You should be able to discuss the role of the social worker in managing counseling services. You will also be able to sate the impact of counseling in society where you will be able to discuss the challenges and their management.

Stages in developing society counseling programme

The following are the stages in developing a counseling programme. They have been adopted from Wango and Mungai (2007) guidance and counseling programme for schools.

First a human resource network needs to be put in place. This is where the social worker or counselor needs to identify the people in the particular community who she/he will work with. These could be a group of other counselors or individuals or individuals in the community who are involved in community work. The counselor / social worker will coordinate the programme.

The second stage involves selecting a committee or team to coordinate the programme. Members of the team cold include administrative structure representatives e.g. village elders, chief, church elders etc.
This team will be involved in the panning, development and coordination of counseling activities in the community. They will stock of activities or initiatives already in place and consider community aspects or areas that require counseling intervention. They are the ones who will promote the counseling programme and give orientation to the community. It will be their responsibility to monitor and evaluate progress and efficiency of the counseling activities in the community. This will be done by evaluating the counseling programme periodically.

Stage three identifying the community needs. This is where a needs assessment survey is conducted to identify what is needed and how it should be provided. A questionnaire is developed and competed by a representative sample population of the community. The findings of the assessment will form a basis from which to draw the counseling programme.

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Area to look out for in questionnaire include problems faced by the various community groups, areas that require improvement and suggestions on how to improve. Collect views of stakeholders and their expectations. These should be aligned to the survey results and a report should then be drawn.

In stage four other stakeholders in the community are informed on the details about the programme such as purpose of counseling in the community, the working relationship and any other parameters.

This resolves all potential areas of conflicts e.g. the counselor's presence is not to undermine anybody in the community but rather to work together to provide the counseling services. Areas that require counseling in the community should also be shared with the stakeholders. These will be drawn from the findings of the needs assessment survey and may be broken down into the various groups in the community.

Stage five involves setting clear aims and objectives for the programme. These should be practical and purposeful to the community. Some of the objectives would be to help build positive self image among members of the community, to develop necessary life skills (such as problem solving, critical thinking, decision making, assertiveness and others) among the youth, to enable community members to develop skills on how to cope with other issues or concerns e.g. HIV/AIDS drugs and substance abuse, unemployment, conflict resolution and management, disaster preparedness trauma management, health, safety and security, personal social, ethnical, emotional and psychological.
Another objective would be to seek for specialized counseling services for issues beyond the counselor.

Stage six is about deciding on a target audience for each need. This is done by the entire team.

In stage seven the needs for each group of community members are prioritized e.g. youth out of school, single mothers, retired mothers, young married couples etc. these could be counseled together. A counseling programme time table can then be drawn for each group. Below is a sample of such a time table that could be drawn for the youth out of school.

Counseling timetable for youth out of school

ITEM NO.	TOPIC	DATE SCHEDULED	RESOURCE PERSON	COMMENTS
1	Self concepts	Jan.		
2	Drugs and substance abuse	March		
3	Entrepreneurship	May		
4	HIV/AIDS	Septembers		

In the eighth final stage the counselor draws up a community counseling programme policy.
This one should include the counseling that is being offered and extent to which the services

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will be provided stated clearly and the issue of costs and how/who meets the costs.

Role of social worker in managing counseling services

One of the roles of the social worker is to offer individual and group counseling to the Community / society.

The social worker also provides information on the counseling services available, role of the counselor and sets boundaries of confidentiality.

The social worker also works together with the counseling team and entire community in setting up the counseling programmes.

He/she keeps suitable record of counseling cases safely.

He/she continously briefs the stakeholders and committee on status of the counseling program and reports on a regular basis on the members that use the service and gives a general overview pertaining to issues or concerns to the administrations.

Another role of the social work is to liaise closely with stakeholders and committee on other support services to be offered in the community.

The social worker also networks with personnel from other agencies for referrals and accessibility of specialized counseling consultancy services.

Another role is to deice and deliver a programme of training for the counseling team as well as peer counselors to support the counseling programme.

Finally the social worker continuously monitors, evaluates and reviews the services offered.

Impact of counseling in society

Challenges

- One of the challenges is that counseling has not yet been appreciated as a profession.
- People are still looking at it as talking or discussions and do not appreciate its
- therapeutic or helping nature.
- Society has misconception about counseling. Many people still think it is meant for the
- mentally ill and depressed. This has led to stigmatization of those who seek counseling
- services.
- People still view counseling as guidance or advice giving. This affects their expectations
- even as they got to the counselor.
- People have not yet appreciated that counseling services need to be paid for, as they
- confuse it for a chat or discussion.
- Society is made up of many cultures which have different challenges, values and beliefs.
- Counseling has to be dynamic enough in order to meet the different cultures in their
- contexts.
- Counseling empowers the individual thereby encouraging individualism. This goes
- against the African culture and way of life where the society was valued more than the
- individual. This has a negative impact with most societies disapproving counseling.

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